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ABSTRACT

This document provides a portfolio of resources for educators involved in rural school improvement. The Federal Interagency Committee on Education developed a national research and development (R&D) agenda for rural education that focuses on six themes: rural school effectiveness, curricular provisions, school-community partnerships, human resources, technological resources, and governance and finance. At the same time, the 10 Regional Educational Laboratories were working under the Congressionally mandated Rural, Small Schools Initiative to identify and disseminate promising educational practices for rural and small schools. This document continues the work that the Regional Educational Laboratories began under that initiative. The first part summarizes the changes taking place in rural America, what they might mean for rural education, the R&D role of the Regional Educational Laboratories, and relationships between the rural education R&D agenda and the National Education Goals. This section also includes a profile of each Regional Educational Laboratory's work in rural education. The second section describes over 250 R&D resources available from the Regional Educational Laboratories and specifically designed for or tested in rural settings. These resources include publications, such as written reports, guides, and directories; audiotapes; training programs; model programs; and services. The resources are arranged according to the six themes of the national R&D agenda and their sub-topics; each entry contains contact information. A final section lists resources by laboratory. (SV)

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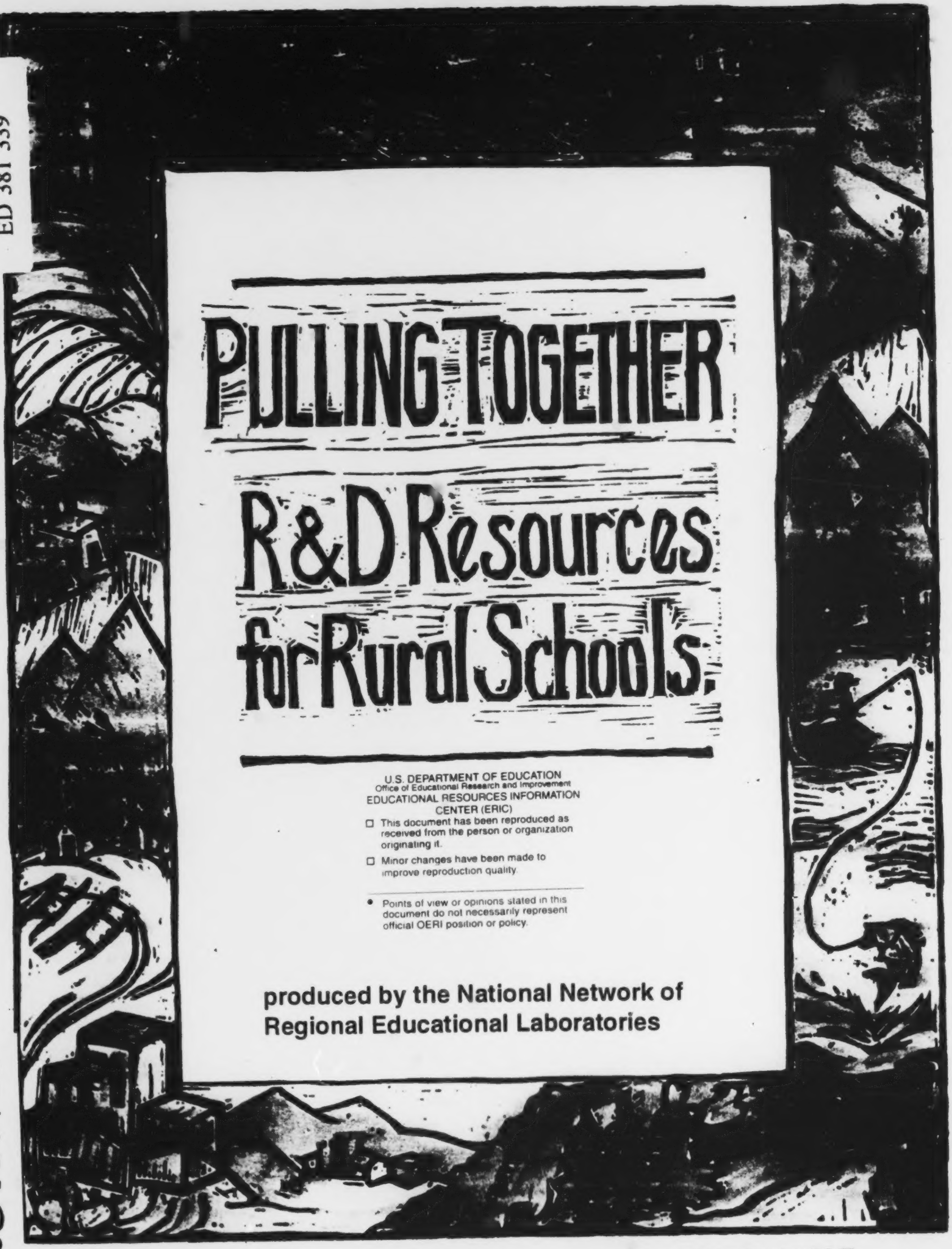

PULLING TOGETHER

R&D Resources for Rural Schools

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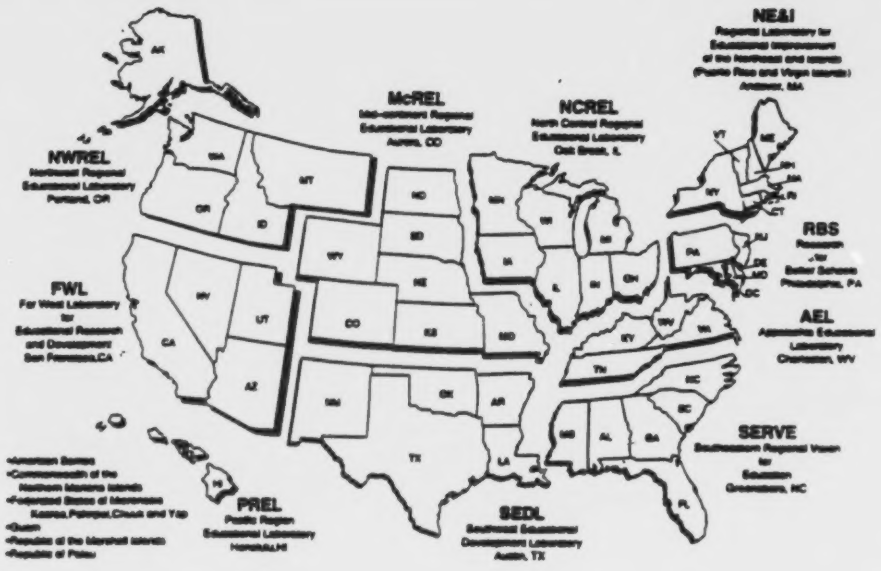

Regional Educational Laboratories

Northeast Region
The Regional Laboratory for Educational
Improvement of the Northeast and Islands
300 Brickstone Square, Suite 950
Andover, Massachusetts 01810
508/470-0098
Acting Executive Director: Glen Harvey

Mid-Atlantic Region
Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123
215/574-9300
Director: John E. Hopkins

Appalachia Region
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
304/347-0400
Director: Terry L. Eidell

Southeastern Region
SouthEastern Regional Vision for Education
P.O. Box 5367
Greensboro, North Carolina 27435
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Director: Roy H. Forbes

Southwestern Region
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
512/476-6861
Director: Preston C. Kronkosky

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Mid-continent Regional Educational Laboratory
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Aurora, Colorado 80014
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Director: C. L. Hutchins

Midwestern Region
North Central Regional Educational Laboratory
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Director: Jeri Nowakowski

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101 S.W. Main Street, Suite 500
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Western Region
Far West Laboratory for Educational
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San Francisco, California 94107
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Director: Dean H. Nafziger

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Acknowledgments

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In addition, a number of people deserve special thanks for contributing their time, talent, and resources to this publication. Jackie Spears of the Rural Clearinghouse for Lifelong Education and Development at Kansas State University in Manhattan, Kansas, and Robert E. Stephens of the Institute for Regional and Rural Studies in Education in Edmonton, Oklahoma, reviewed the draft and made many excellent suggestions for making it more accurate, clear, and useful to readers. Ullik Rouk and Dan Shore of the Council for Educational Development and research in Washington, D.C., edited it, taking many disparate pieces and from them creating a whole. Joseph D'Amico, Lenaya Raack, Mary Ann Larson, and John Blaser from the North Central Regional Educational Laboratory prepared the document in its final form.

Last but not least, this publication would never have happened without the tireless energy and dedication of rural school teachers and administrators across this country who codeveloped and tested many of the products and services described in *Pulling Together.* There are too many to name, but to all of them, we extend our deepest appreciation.

Pulling Together
R&D Resources for Rural Schools

Introduction

America approaches the millennium with excitement and anticipation. These are times for vision and renewal. Expectations for public education have redoubled, calling for national, state, and local attention to world-class goals, standards, and frameworks. The call for educational improvement comes from all sectors of our society. Broad, sweeping systemic changes are touching all corners of the nation as the momentum builds.

Far beyond the cities, beyond the interstates, out at the end of the roads, rural schools and communities are joining this groundswell of renewal, but for them, the issue has a different kind of urgency. Their very ability to survive is at stake. Unique conditions and circumstances make it difficult for rural schools and communities to access the knowledge and resources that are essential to participate in this national educational renaissance.

At much the same time that the nation's President and governors were charting the national education goals (see page 8), in a separate effort, the Federal Interagency Committee on Education (FICE) was building consensus around a national R&D agenda for rural education. The agenda that the FICE team developed outlines six themes for research and development. These themes represent rural schools' most compelling concerns as they move toward the year 2000. Taken together, however, the FICE themes can also be viewed as a set of systemic strategies for rural school improvement.

Theme 1: Rural School Effectiveness

Theme 2: Curricular Provisions

Theme 3: School/Community Partnerships

Theme 4: Human Resources

Theme 5: Technological Resources

Theme 6: Governance and Finance

Together, the national education goals and the FICE R&D agenda for rural education provided a framework for thinking about educational renewal in rural schools. Meanwhile, across the nation, still yet a third activity was taking place that focused attention on rural schools. The 10 regional educational laboratories were working under the Congressionally mandated Rural, Small Schools Initiative to "identify, develop, and install promising educational practices for rural and small schools." Since the beginning of the Rural Initiative, the laboratories together have accrued more than 75 years of rural R&D experience.

Pulling Together is a continuation of the work that the regional educational laboratories started under that initiative. It is a portfolio for rural school educators that is organized into two parts. The first part summarizes the changes taking place in rural America, what they might mean for rural education, the R&D role of the regional educational laboratories, and the relationship between the rural education R&D agenda and the national education goals. This section also includes a profile of each regional educational laboratory's work in rural education.

The second part of *Pulling Together* describes over 250 R&D resources available from the national network of regional educational laboratories specifically designed for or tested in rural settings. These resources include publications, such as written reports, guides and directories; audiotapes, training programs, model programs, and services. This is the most comprehensive collection of such resources ever compiled. The intent is for rural researchers, practitioners, policymakers, and technical assisters to adapt these resources for their own use.

The following icons are used to designate whether the resource is a Publication, Model Program, Service, or Training Program.

Publication

Model Program

Service

Training Program

Each resource carries a number representing both the section category within this portfolio and a sub-topic, according to the following list.

1. Overall Effectiveness of Rural Schools
(recognizing the special conditions and accomplishments of diverse rural settings)

1. Diverse populations and needs
2. Change process/reform
3. The key actors and roles
4. Unique factors and attributes
5. Outcomes and expectations

2. Curricular Provisions in Rural Schools
(integrating curriculum resources for diverse rural settings)

1. Access to resources and opportunities
2. Learner outcomes
3. Instruction
4. Resource material
5. Assessment
6. Curriculum strategies/renewal

3. School and Community partnerships on Behalf of Rural Schools
(harnessing local resources to achieve common goals)

1. Community development
2. Integrated services
3. Parent/community involvement

4. Human Resources for Rural Schools
(identifying preparing and retaining leaders for diverse rural settings)

1. Teachers
2. Administrators
3. Support personnel

5. Use of Technology in Rural Schools
(utilizing telecommunications to eliminate size and distance barriers)

1. Instruction
2. Management
3. Staff development
4. Community development

6. Financial Support and Governance for Rural Schools
(achieving equity, sufficiency, and sustainability in diverse rural settings)

1. Alternative organizational arrangements
2. Finance
3. Governance

For example, a resource with the number 1.4 pertains to the Overall Effectiveness of Rural Schools with a focus on unique factors and attributes. A resource numbered 3.3 pertains to School and Community Partnerships on Behalf of Rural Schools with a focus on parent/community involvement.

The laboratories have developed many other R&D resources that *may* be appropriate for use in rural areas. Check with your regional educational laboratory for more information on these other products and services. Unless otherwise noted, this compendium is in the public domain. We encourage you to duplicate and reorganize sections to suit your needs and those of others to whom you may be disseminating this material. We have purposely designed it in this freestanding, loose-leaf format to facilitate your use! With the help of these R&D resources, we can all pull together to achieve the nation's educational goals.

National Education Goals

Goal 1: **School Readiness**

All children will start school to learn.

Goal 2: **School Completion**

Graduation rates will increase to at least 90 percent.

Goal 3: **Student Achievement and Citizenship**

Students will demonstrate competency over challenging subject matter.

Goal 4: **Teacher Education and Professional Development**

The teaching force will have access to necessary improvement programs.

Goal 5: **Mathematics and Science**

United States students will be first in the world in mathematics and science.

Goal 6: **Adult Literacy and Lifelong Learning**

Every adult will be literate and possess the knowledge and skills necessary to compete in a global economy.

Goal 7: **Safe, Disciplined, and Alcohol- and Drug-Free Schools**

Every school will be safe and conducive to learning.

Goal 8: **Parent Participation**

Every school will promote partnerships with parents

Change in the Rural Landscape

People live in rural America for many reasons. For some, life seems simpler, less hurried. The air is cleaner and the spaces more open. Others live in rural communities because they perceive them to be safer, less crime ridden than the cities, and more wholesome places to rear families. Still other people live in rural America because that is what they and the generations before them have traditionally done and that is where their work is.

For these people who have chosen to live in the countryside, isolation is often a fact of life. Distance and terrain that separate those who live beyond bright lights and freeways are what define rural. But rural America is changing. Isolation no longer means insulation. Problems that not too long ago were chiefly metropolitan concerns — poverty[1], changing family patterns, and a depressed economy — now confront rural communities. These new conditions pose special challenges for rural schools — challenges that have been compounded by the need to achieve the nation's educational goals.

The Many Images of "Rural"

References to "rurality" elicit such vivid mental images that describing "rural" should be easy. But one person's view of rural is not the same as another's. Rural communities in the deep South are different in significant ways from rural communities in the upper-Midwest. Mining communities are different from agricultural communities. Island villages and Alaskan settlements are further illustrations of rural diversity. Stereotypes abound, but no archetypal rural place actually exists.

Always though, for whatever reason, on the rural-to-non rural scale, rural places have fewer people living in larger spaces. From this, other social and economic conditions associated with distance and size follow. For example, people in small communities may be more accountable for their behavior because they lack the anonymity of urban dwellers. Similarly, certain economic bases, such as natural resource extraction, are more closely identified with rural areas than others. Adverse weather and geography may typify some rural areas.

Shifting Rural Economics

Agriculture and natural resource extraction, and since the early 1960s, small manufacturing, have been rural America's economic mainstay. Today, however, agriculture employs fewer than one in ten rural workers. Foreign competition, environmental concerns, and the use of technology, which has displaced many low-skilled workers, have caused similar declines inmining and logging, and in rural manufacturing. Most of the jobs that undergird the rural economy resemble jobs in metropolitan areas. They are largely service producing, not goods producing. Two-thirds of rural jobs are in retail and wholesale trade, hotel and tourist operations, and financial, health, legal, and government services. Many of them are low paying. As a result, large numbers of rural residents have joined the ranks of the working poor. Others have left their rural homes to seek higher paying jobs in urban areas. Others remain unemployed or underemployed, leading to poverty that either equals or surpasses urban poverty.

Poverty and Changing Family Patterns

By almost every measure of economic well-being, rural residents are disadvantaged when compared with urban residents. For most of the 1980s, personal incomes in nonmetropolitan counties of the U.S. were only about three-fourths those in metropolitan counties. In 1986, one out of every four children in rural America was living in poverty, largely due to the dramatic increase in single-parent families headed primarily by women. Births to teen mothers have risen sharply. By 1990, the rural poverty rate had climbed to 16.3 percent compared to 12.7 percent in metropolitan counties. This poverty persists even in families where one or both parents are working. Meanwhile, the majority of people who have left rural communities have been of childbearing age, so overall birthrates have fallen. Incidence of substandard housing also shows rural America to be worse off economically than urban America.

The Loss of Political Efficacy

In 1918, one-half of all U.S. residents called rural America home. Sixty years later, only one-fourth of the population was rural. Today, in only 15 states does 50 percent or more of the population live in nonmetropolitan areas. The control of governmental bodies has shifted to urban and suburban interests at both the state and fedearl levels.

Another factor that has diminished the rural voice in the political arena is the traditional, now inaccurate, perspective that agriculture policy equals rural policy. Other factors include the reluctance of rural people to seek assistance; the lack of a clearly articulated vision of what rural policy would look like; and the fact that few rural representatives chair congressional committees which, because of their influence, can affect the passage of legislation that would have an impact on rural America.

The urban and suburban mindset that dominates state and national policy has grave consequences for rural America. Formula-driven funding tends to favor cities unless there are weights that compensate for the diseconomies of scale and isolation that occur in rural communities. For example, despite the fact that non-metropolitan unemployment and underemployment rates exceed metropolitan measures by a third to a half, non-metropolitan areas receive only about 13 percent of employment and training funds. In another example, because of under-reporting of unemployment and the design of the formula, from 1983 to 1985, the Job Training Partnership Act denied rural areas over $100 million in funding, according to a preliminary analysis by the General Accounting Office.

Effect on Rural Schools

All of these factors directly affect rural America's primary institution — the school. Rural sparsity, for example, has a direct effect on school size. The public schools in this country have, by and large, adopted a mass-production model of education. For the system to operate "efficiently and effectively" a sufficiently large number of students must be served in order to justify a wide range of specialized courses taught by specialist teachers. At the elementary level, there must be a sufficient number of students to offer at least one classroom per grade level. And, having more than one section per grade is considered even better, providing choices of teachers and more options for grouping students. Consequently, in a society that tends to equate quantity with quality, rural schools are by definition considered to be "second best" to urban and suburban schools.

Lower enrollments may also make many rural schools ineligible for program funding that requires minimum numbers of qualified students. The number of Chapter 1 students, for example, may be too small in a rural school to hire the personnel, provide classroom space, or purchase the instructional materials that larger schools have. Added to this is the fact that rural school administrators already wear many hats. Personnel, expertise, and time are too often not available to write competitive proposals to attract funds that are needed to pursue attainment of the national education goals. As a result, competition for available grant monies often tends to be skewed in favor of larger school districts.

Rural schools also confront a litany of other issues. Qualified personnel are difficult to recruit and to retain in isolated rural areas. Support services such as counseling are not easily obtainable. Staff development opportunities may be out of reach because the time and money to travel to distant places is limited.

Rural educators know these issues and grapple with them everyday. They do so because, despite the isolation, despite the poverty, despite the human resources lost as rural young people seek better employment opportunities in larger towns and cities, rural communities remain special places. While in some ways rural schools are just like schools anywhere, in other ways they are unique places that deserve special attention.

The Nature of Rural Education

By any conventional measure — the number of schools, districts, students, or teachers — a substantial segment of public education in America takes place in rural schools. In 1990, more than 6.6 million students attended 22,412 rural schools. These students represented nearly 17 percent of all public school students. They attended more than 28 percent of all regular public schools. Nearly half (46%) of all public school districts in the United States serve entirely rural areas. Rural settings employ slightly less than one-fourth (24%) of all public school teachers. But contemporary rural settings are diverse. There is no archetypal rural place.

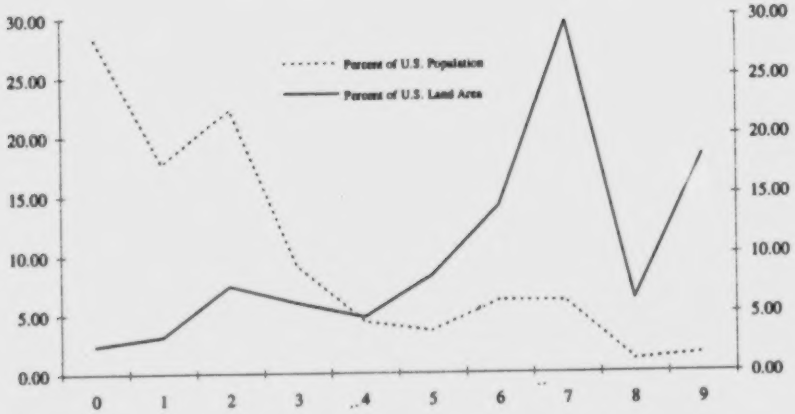
The Urban to Rural Continuum

The Economic Research Service (ERS) of the U.S. Department of Agriculture has constructed a ten-point continuum for classifying all of the nation's counties according to their population characteristics, such as population density, size, and isolation. Highly urbanized metropolitan counties are at one end of the continuum and very rural counties are at the other. The continuum is as follows:

0 Metropolitan Central County of 1 million or more people
1 Metropolitan Fringe County to area of 1 million or more people
2 Metropolitan County of 250,000 to 1 million people
3 Metropolitan County of fewer than 250,000 people
4 Nonmetropolitan County, adjacent to metropolitan area, urban population of 20,000 or more
5 Nonmetropolitan County, not adjacent to metropolitan area, urban population of 20,000 or more
6 Nonmetropolitan County, adjacent to metropolitan area, urban population of 2500 to 19,999
7 Nonmetropolitan County, not adjacent to metropolitan area, urban population of 2500 to 19,999
8 Nonmetropolitan County, adjacent to metropolitan area, completely rural or fewer than 2500 urban people
9 Nonmetropolitan County, not adjacent to metropolitan area, completely rural, or fewer than 2500 urban people

Figure 1 depicts the 1990 population and land area of the United States on the ERS continuum. It shows us that huge land areas in America have very small populations, while the remaining small areas house very large populations.

FIGURE 1



Percent of 1990 U.S. Population and Land Area by ERS Classification

ERS Classification

Two-thirds (68%) of the U.S. population live on 13 percent of the land area. Meanwhile, two-thirds (68%) of the land area houses only 15 percent of the U.S. population. Looking at the extremes of the continuum, 69,662,368 people live in central counties of over one million population, while 3,807,315 people live in completely rural counties.

Table 1 shows that people's socioeconomic status and other demographic characteristics are not evenly distributed across county types. Both per capita income and the percentage of people under 18 years of age decline as we move away from central counties. Or, to put it another way, metropolitan areas have younger populations who live closer to economic opportunities; the farther a person lives from town, the poorer and older he or she is likely to be.

Table 1

1990 Population Characteristics in the U.S. by ERS Classification

Rurality	Codes	1990 Population	Percent Population Under 18 Years Old	Per Capita Income 1988
0	Central Counties, 1 Million Plus	69,662,368	40.60%	$18,245
1	Fringe Counties, 1 Million Plus	43,714,038	27.40%	$19,804
2	250,000 to 1 Million	54,994,615	25.64%	$15,983
3	Less Than 250,000	22,589,641	25.91%	$13,961
4	20,000+ Urban, and Adj.	10,846,569	25.57%	$13,727
5	20,000+ Urban, and Not Adj.	8,807,724	26.81%	$12,575
6	2500 to 20K Urban, and Adj.	15,098,923	26.85%	$12,216
7	2500 to 20K Urban, and Not Adj.	14,962,484	27.09%	$12,077
8	Completely Rural, and Adj.	2,567,924	26.72%	$11,990
9	Completely Rural, and Not Adj.	3,807,315	26.60%	$11,665
	Totals	**247,051,601**	**30.42%**	**$16,290**

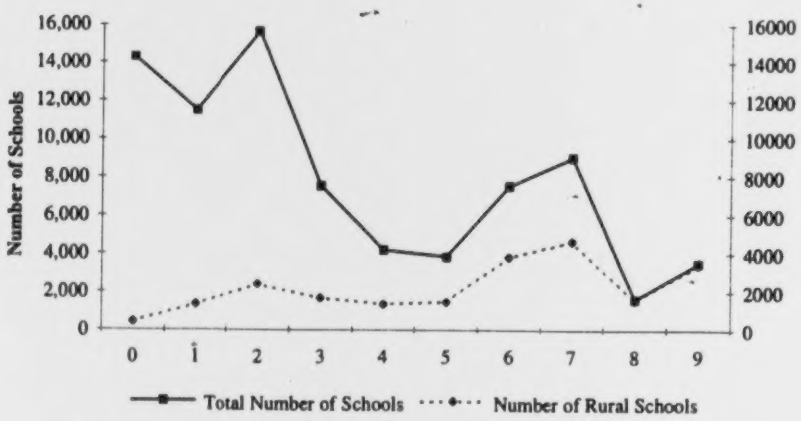
In summary, rurality is a multidimensional set of related continua associated with population density and isolation from populated areas. Because low population density also is associated with the nature of the economic base (or absence thereof), per capita income positively correlates with population density (jobs per square mile). These basic demographics establish the context for thinking about rural schools, including the diversity of rural schools.

The Diversity of Rural Schools and Students

Figure 2 shows the distribution of public schools in the United States by ERS county code. As one might expect, there are more schools where there are more people. However, when the number of rural schools (those in which at least 75 percent of the students live in unincorporated areas or towns of less than 2500) is displayed according to ERS code, the graph line is surprisingly constant.

Figure 2.

Distribution of America's Public Schools and Rural Schools by County ERS Classification

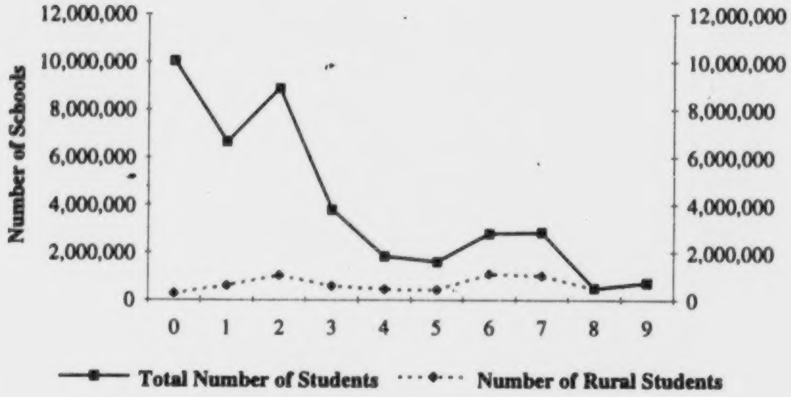


There are almost as many rural schools in metropolitan fringe counties (ERS code 1) as there are in completely rural counties that are adjacent to metropolitan areas (ERS code 8). This situation suggests the diversity of places in which rural schools are located. Not all rural schools are located in extremely sparse, isolated settings. Some are immediately adjacent to major metropolitan areas. Some are large, while others are small. Some serve extremely impoverished communities, while others serve communities that are economically advantaged. Again, there is no "typical" rural school.

Figure 3 looks at the distribution of students instead of schools. Again, we see that there are more students where there are more people — a fairly obvious point. But we also see that the number of rural students doesn't vary a great deal across the ERS continua. Rural students live in a variety of places!

Figure 3.

Distribution of All K-12 and Rural K-12 Students in U.S. Public Schools by County ERS Classification



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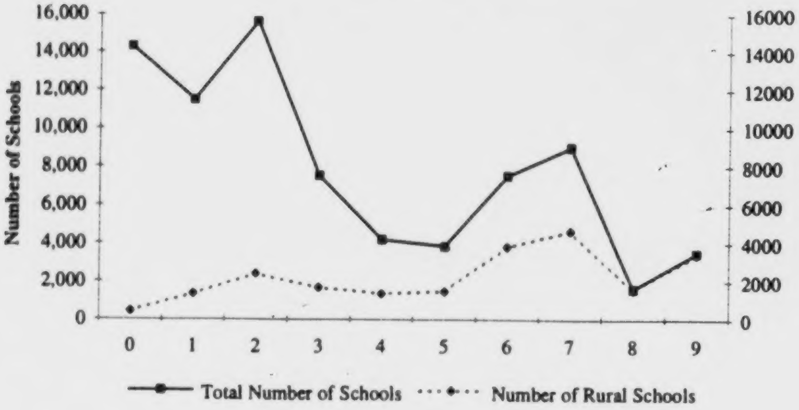

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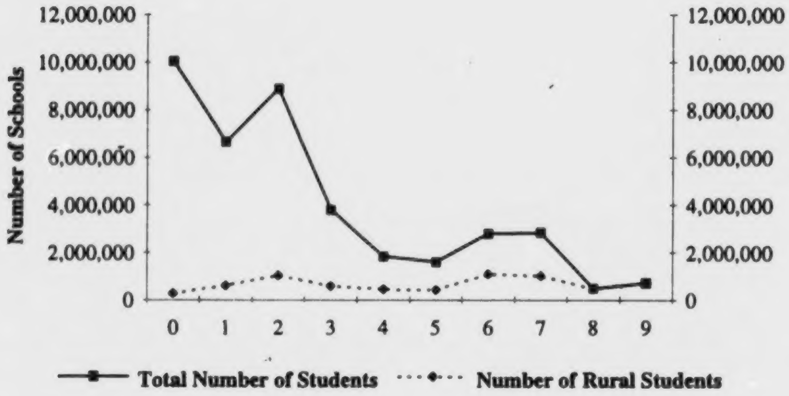
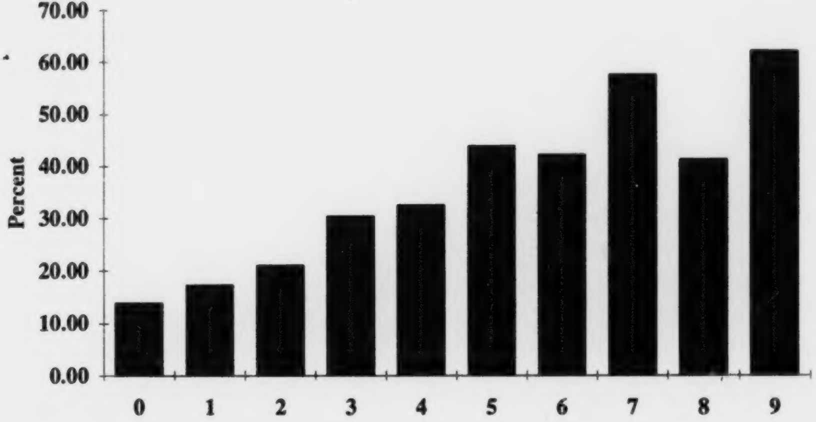


Figure 4 demonstrates how the distribution of rural schools and students affects school size. The greater the population sparsity, the higher the proportion of schools with "smaller" enrollments. Fewer students travel across greater distances to attend a school in sparsely populated areas, while more students travel shorter distances to attend schools in densely populated areas. Indeed, in the most metropolitan counties (ERS code 0), there are 14,131 students per square mile, while in the most rural counties (ERS code 9), there are 133 students per square mile.

Figure 4.

Percent of Rural Schools With Fewer Than 200 Students Enrolled by ERS Classification



Toward a Clearer Depiction of Rural Education

From the foregoing data, we begin to see how misleading it is to make generalities about rural people, places, and schools. Should we assume that rural students come from farm families? Only if we don't mind being wrong more than 80 percent of the time. Should we generalize that rural schools are "small," enrolling fewer than 200 students? Only if we are willing to be wrong more than half of the time. Can we say that rural school districts are not significant, since they enroll only 11.8 percent of the nation's students and employ only 13.4 percent of the nation's teachers? Only if nearly half (6,946) of all school districts are unimportant to us. The diversity of rural schools offers a rich source of experiences upon which to build our understanding of the educational process. But educational policy should encourage rural schools to organize around their strengths rather than around the urban school model.

Implementing and Managing Change

Federal legislation, state regulations, district mandates, and local school and community interests all demand change and improvement from rural schools. And rural schools are responding. They are designing and implementing improved curricula, instructional practices, and organizational structures. Still, achieving the national educational goals is difficult.

A school's size, policies, and resources influence the improvement process. The small size of most rural schools and communities shapes relationships and how things are done. On the one hand, communication lines are more direct and there are fewer layers of bureaucracy. On the other hand, the lack of time for professional staff to interact with one another may minimize opportunities for professional growth and change. This situation, in turn, can create a sense of isolation within the school organization — on top of the already present geographic isolation with which many rural schools have to contend.

In addition, federal, state, and district policies can pose barriers to change. Rural schools must sometimes substantially depart from district or state policies and regulations to improve instruction. Policies that are likely to support improvement in rural schools provide a high degree of autonomy at the building level; foster collaboration among schools and teachers, schools and communities, and teachers and administrators; and create effective channels for communication and staff development. Typically, rural schools have experienced a fair amount of autonomy at the building level. Their isolation, however, has made it difficult for them to collaborate with other schools and communities. Rural America's own sense of independence also can stand in the way of collaboration. The philosophy that says "We've done it this way out here for many years, why change now?" coupled with statements such as "They won't let me do it" are key factors in rural schools' resistance to change.

The availability of resources has tremendous influence on a rural school's ability to meet the national education goals. The adage, "Money doesn't buy improvement or change," is only partially true. Poorly funded rural schools lack the resources to implement basic improvements. Over and over again, rural school educators cite lack of time and the fact that they already "wear many hats" as major barriers to change. Other well-meaning change efforts get shelved because materials are in short supply. Locating and allocating the necessary money, time, and materials are major responsibilities of rural school leaders.

Finally, the rural community's attitude toward the school and change efforts affects the adoption and implementation of improvements. If the rural community as a whole provides ongoing interest, encouragement, support, and resources, change will more likely enjoy success. Here again, developing community support is an important task of rural school leaders.

Leadership

Leadership provides vision, direction, and support for change. Most models of organizational change point to the need for strong, vision-driven leadership. The vision itself should be consistent with needs defined by the community. This notion implies that one important leadership role is guiding the school community to consensus.

Successful leaders of change in rural schools tend to have a distinct set of characteristics. They are able to articulate the vision, plan and provide resources, provide training, measure and monitor success, provide follow-up assistance, coach and reinforce staff, and celebrate success. Researchers frequently cite the presence of two elements, pressure and support, as basic to accomplishing change. One of the critical functions of leadership in planning and implementing change in rural schools is to provide a delicate balance between the two.

Successful leaders of change "champion" improvements by identifying needs early in the process and driving the adoption and implementation process, sometimes single-handedly. One innovative rural leader described herself as a "monomaniac on a mission." Not only did this leader implant the idea and spur the implementation process, she sustained the effort once the process got going.

Small size and close relationships in rural schools make it possible for leaders of change to be near the change. Those people whom the change affects can also become more directly involved with it. At the same time, the rural community leadership is in proximity to the schools and may more easily influence actions of the school staff and school leaders.

Putting Change in Place: Implementation

Researchers have concluded that innovation and change are most effective when implemented one school at a time. Each school has its own unique combination of students, teachers, noninstructional staff, parents, and surrounding community. This combination produces an "organizational climate" that influences the appropriateness of innovation.

A recent synthesis of research on the implementation of innovations and the institutionalization of change identified factors that promote innovation in schools. These factors are useful guides for rural school leaders who are installing an innovation or putting a significant change into place.

Accessibility, Availability, and Adaptability

Chances that a school will implement change are greater if school staff can go see it in operation and talk to people who are implementing it about their experience. Furthermore, the change must be available when school staff need it and are ready for it, and its design must be sufficiently flexible so that staff can adapt it to their own school conditions.

Relevance and Compatibility

An innovation must respond to the needs of school staff and "fit" with the school's work world. Also, evidence that an innovation was field tested successfully is important. In particular, rural schools should ask for evidence that the change has worked in similar rural situations and that they can easily adapt it in their school. Some innovations are so geared to an urban context that they are inappropriate for rural schools.

Quality

Innovations sometimes are more credible if a large-scale dissemination endorses them. Such systems generally require developers to document the claims they make about their innovation with empirical data.

Redundancy of Message

Schools are more apt to consider innovations that they hear about from a variety of sources: articles, ads, displays, testimonials, and word-of-mouth. There are so many products competing for a school's attention that redundancy seems to be important for some schools. Rural schools need assistance with accessing information about innovations. Their isolation can make it difficult for them to access information about programs that might be available to them.

Linkage Among Users

Geography can pose a particularly daunting problem for rural schools as they seek to link up with other users of an innovation. But for rural schools, these support systems are vital so that staff do not "feel lost" or "alone."

Engagement

Schools are more likely to implement an innovation if large numbers of staff get involved and comfortable with it. Sometimes an outside "facilitator" can raise the comfort level if resources and accessibility allow.

Sustained Interactivity

Rural schools implementing an innovation should have ready access to technical assistance personnel who are knowledgeable about the innovation. The likelihood that an innovation will work appears to increase with the frequency of communications, before and after implementation, between school staff and technical assistance personnel. Such a school culture of ongoing staff development works to create continuous learning and improvement. Teachers, administrators, community leaders, and parents all become "learners together."

Understanding change is a part of every rural school improvement effort. Rural school leaders who understand change are more likely to manage change successfully. Educational research and development efforts can help these leaders bring about lasting, positive change.

The Role of Educational Research and Development

The federal government began to support educational research and development early in the 1960s. The impetus was twofold. First was the concern over the technological and scientific superiority of the Soviet Union, which had just surprised the world with the launching of Sputnik. Americans felt that they had been outdone. Second was the Civil Rights movement, which awakened Americans to the fact that the nation was not educating *all* of its citizens. Part of the federal government's response to these issues was to put into place the first components of what would eventually become a federal infrastructure for addressing pressing national issues through educational research and development (R&D).

Research and development is not a new concept in rural America. In fact, R&D in agriculture has played an important role in the history of rural America. Not only have the scientific principles and practices of farming undergone astronomical change, but entire rural communities have been transformed as a result of research and development by land grant universities and the U.S. Department of Agriculture's Cooperative Extension Service. The Cooperative Extension Service is widely acknowledged as one of the most successful educational dissemination programs ever undertaken.

The purpose of research-based activities conducted or recommended by the service-oriented "agricultural extension agents" was to help farmers produce higher-yielding crops and to improve their labor efficiency through the use of new technology. The agent's goal was to bridge the gap between the scientific discoveries made at the university and their practical applications on the farm and in rural communities. Educational R&D serves much the same purpose for rural schools and communities. It provides knowledge, technology, and assistance to educators and policymakers trying to attain the national education goals in a way that makes sense in a local context.

What is Educational R&D?

Educational R&D is a process for discovering, developing, and validating new ideas and practices that contribute to improved teaching and learning. Typically, the R&D process begins with a particular need facing practitioners, such as a need to improve student performance in mathematics and science, a need to prevent students from dropping out of school, or a need to strengthen the ties between school and home.

The term "research" refers to basic research as well as applied research in which knowledge is tested for its usefulness in solving problems in specific educational settings. The term "development" refers to the adaptation and transformation of knowledge from research and from educators' experience to create new policies, products, or practices. The R&D process encompasses many tasks — synthesizing knowledge, collecting and translating data, creating new practices or procedures, disseminating information, training, technical assistance, and evaluation.

Over the years the system established in the mid-1960s for educational R&D has matured. The present federal R&D infrastructure includes the National Network of Regional Educational Laboratories, the ERIC Clearinghouses, the university-based research centers, and the National Diffusion Network.

Regional Educational Laboratories

The strategies that the regional educational laboratories have used to support educational improvement over the past three decades have changed according to the times and circumstances, but the laboratories' mission has remained constant: Laboratories, steered by boards drawn from their regions, provide research and development services that help local and state educators take informed action. They work right alongside practicing educators, providing relevant research and development products, technical assistance, professional development, and access to information. Moreover, they help people to collaborate. One of the special strengths of the laboratories is their ability to convene and catalyze a variety of educational interest groups — from legislators and chief state school officers to local administrators, teachers, and college and university professors, as well as professional associations and business representatives — for joint problem solving. In short, laboratories facilitate two-way links between theory and practice, helping educators, policymakers, community members, and members of the R&D community all learn from one another.

Schools require the laboratories constantly to reassess and reaffirm what we must know about teaching and learning in order to address society's learning needs. The Rural Education Initiative is a case in point. Recognizing that most educational improvement efforts ignored rural schools, in 1987 the U.S. Congress funded the laboratories to direct their attention to the unique research and development needs of these schools. Since then, providing R&D assistance to schools and communities has become an integral part of each laboratory's work. The Congress reaffirmed this commitment to rural education in the Goals 2000: Educate America Act by directing each regional educational laboratory to devote at least 25 percent of its base funding to rural schools.

In addition, the ten regional educational laboratories have pooled their knowledge and resources into a formal network of research and development institutions that address issues of national as well as regional scope. The network gives each laboratory a mechanism for sharing information and strategies that have been successful in its region with other regions of the country. Put another way, the network makes the knowledge and experience of all ten regional educational laboratories available to educators nationwide. Because effective mechanisms for interinstitutional collaboration are not well known in education, the laboratories view their collaborative efforts as opportunities both to develop this new knowledge base and to undertake the R&D required for improving schools.

The laboratories also are part of a larger R&D community working to improve rural schools and communities. Universities are often the source of basic research on rural, small schools. Professional organizations such as the National Rural Education Association (NREA) and the American Educational Research Association's (AERA) special interest group on rural education serve as a forum for obtaining the most current research knowledge about rural education, disseminating the results of the laboratories' work to others, and addressing emerging issues identified by the laboratories. The laboratories are regular contributors of materials to the ERIC Clearinghouse of Rural Education and Small Schools at the Appalachia Educational Laboratory, and several laboratory rural education staff serve as reviewers for publications developed at the clearinghouse. The National Center for Educational Statistics in the U.S. Department of Education, the Economic Research Service at the U.S. Department of Agriculture, and state education agencies provide data that are vital to educational reform in concert with the laboratories.

Collaborating with other educational leaders and groups adds value to the information that the laboratories provide educators and policymakers about the need to keep rural school issues on the national policy agenda. At the national level, the laboratories are key members of the Washington-based coalition, Organizations Concerned about Rural Education (OCRE). This coalition brings together more than 30 education and community organizations that advocate for rural schools at the national level and promote and encourage grassroots coalitions for the improvement of rural schools in states and regions.

Pulling the Pieces Together

This rural education portfolio brings together a set of R&D resources to help rural schools achieve the national education goals. These resources are organized according to the six themes in the Federal Interagency Committee on Education (FICE) rural R&D agenda, but they also reflect the national education goals.

The National Education Goals

The national education goals provide a federal perspective on the purpose and direction of reform efforts. They answer the question, "Reform for what?" Moreover, they can guide comprehensive change at all three levels of the education system — national, state, and local.

The goals target a wide array of needs. Which of those needs is most critical in any given school and community is, of course, up to educators, parents, and community members. Some goals focus solely on bringing about changes in teaching and learning (Goals 3, 4, and 5) while others focus on improving conditions that indirectly affect teaching and learning (Goals 7 and 8). Still others aim to include a wider client base (Goals 1 and 6), while one aims to improve educational outcomes (Goal 2).

As a whole, the goals identify what the nation wants to change in American education by the year 2000. They do not state how to accomplish these changes. That is what the rural R&D strategies can help us do.

The Rural R&D Strategies

The themes in the rural education agenda serve a dual function. They point the way for further research and development and they serve as strategies for change. As strategies, each relates closely to the national education goals:

- **Rural school effectiveness** calls for managing change at the local level. The community planning process recommended for achieving the national goals sets clear guidelines for how to manage change successfully. Also, the goal focusing on parent participation helps rural schools tap into what is potentially one of their greatest strengths as part of that process.
- **Curricular provisions** calls for improving the quality and quantity of programs available to all rural students. The goals focusing on higher-order learning for all students and achievement in math and science are specifically curricular in nature.
- **School and community partnerships** calls for involving the community in the education process of rural schools. The goals focusing on readiness and parent participation require parents to become involved in the preparation for and education of their children. The goal focusing on adult literacy asks that local businesses and industries become involved in helping to train and retrain the local rural workforce.

- **Human resources** calls for improving the quality of leadership in rural schools. The goal focusing on professional development requires that teachers and administrators learn the knowledge and skills they need in order to carry out systemic reform.
- **Technological resources** calls for rural schools to acquire and use technological innovations to reduce or eliminate rural isolation and to teach economically competitive skills to their students. This strategy helps implement the goals focusing on high-order learning for all students, achievement in math and science, and adult literacy.
- **Governance and finance** calls for rural schools to organize their policies and resources creatively to expand their role within the community.

Specifically, the rural R&D strategies provide ways to account for contextual factors that rural school educators must deal with as they manage change. The "rural school effectiveness" strategy helps rural administrators cope with and manage systemic change efforts. The "curricular provisions" strategy provides professionally isolated rural teachers with specific ways to apply mandated standards and curricular frameworks. The "school and community partnerships" strategy encourages rural educators to tap the tradition of good will that exists among parents, business people, and others to develop a common commitment to change. The "human resources" strategy helps rural educators improve the diverse range of skill and leadership that they must possess in order to carry out the work of typically understaffed rural schools. The "technological resources" strategy enables rural teachers and students in their efforts to overcome geographic isolation and develop economically competitive workplace skills. Finally, the "governance and finance" strategy helps rural educators rethink and redesign outdated school structures as well as better use their resources.

Within this broad framework, the rural education portfolio provides a useful set of resources for rural educators. Some examples, for which descriptions are found in this portfolio, include:

- Family Connections (Appalachia Educational Laboratory)
- Promising Rural Programs and Practices (Far West Laboratory)
- Clustering: Working Together for Better Schools (Mid-continent Regional Educational Laboratory)
- Schools That Work Video Series (North Central Regional Educational Laboratory)
- The Multigrade Classroom (Northwest Regional Educational Laboratory)
- Pacific Mathematics and Science Standards (Pacific Region Educational Laboratory)
- Cooperative Learning in Rural and Small Schools (Regional Laboratory for Educational Improvement of the Northeast and Islands)

- Rural Thinking Skills Catalog (Research for Better Schools)
- How to Assess Student Performance in Science (SouthEast Regional Vision for Education)
- The School Improvement Partnership Process (SEDL)

What we have learned from past R&D experience is that, working together, rural educators can bridge the gap between research and practice with appropriate resources. Rural educators can use the wealth of resources in this portfolio to reach the national educational goals in their own unique ways, using their own special talents. Rural schools can become full and equal partners in the nation's educational renaissance.

Far West Laboratory for Educational Research and Development

Far West Laboratory (FWL) serves the states of California, Arizona, Utah, and Nevada. The region is characterized by a remarkable demographic mix. It includes some of the most densely populated metropolitan areas as well as some of the most sparsely populated rural areas in the country. Of the 118 counties in the region, more than half occupy two-thirds of the land mass but have only five percent of the region's population. While all four states are among the top 10 fastest growing states in the nation in student enrollment, inordinately high percentages of that growth has been among cultural and ethnic minority students. From 1980 to 1991, Hispanic student enrollment grew by 76 percent and Asian student enrollment grew by 110 percent! Poverty is also on the rise in the region. During the 1980s, the number of children living below the poverty level increased by 36 percent. These demographic and economic changes have had near-crippling effects on rural schools seeking to find qualified teachers, adequate space, and sufficient financial resources to provide a quality education for students.

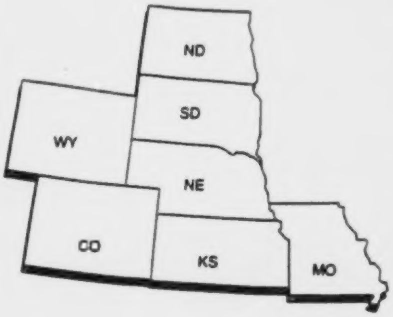
Far West Laboratory's mission is to help educational organizations and their communities create and sustain improved learning opportunities for children, youth, and adults. The Rural Schools Assistance Program supports small, rural schools in the region in the development and implementation of strategies for continuous self-renewal and improvement. The program is organized to provide R&D-based knowledge to rural school practitioners and policymakers, develop and support strategies for rural school renewal, provide technical assistance services, and make contributions to the knowledge base about improving rural schools. Current program activities focus on:

- Providing and sustaining staff development opportunities to improve teaching
- Helping rural schools design and implement alternative assessments that are linked to the curriculum
- Developing local capacity to use technology to improve instruction and staff development
- Assisting rural schools in planning and implementing comprehensive school reform

State	Total # of Schools	% Rural Schools	% Rural Students
Arizona	973	16	6
California	7,119	10	5
Nevada	313	37	22
Utah	651	27	16

Mid-continent Regional Educational Laboratory

The Mid-continent Regional Educational Laboratory (McREL) serves seven states in the Upper Midwest: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. Over 50 percent of the school districts in this region enroll fewer than 250 students. Over 80 percent of the districts enroll fewer than 1,000 students. The economy, which relies primarily on agriculture, mining, and timber, is depressed. A growing number of schools and communities are struggling to survive.



McREL's rural education program creates local capacity to address problems facing rural schools and communities. Clusters of rural schools work collaboratively with institutions of higher education, state education agencies, and McREL to devise curriculum and delivery systems suited to the rural environment. Specific strategies have included:

- Developing computer consortia that provide ongoing staff development in the use of computers for classroom instruction, accessing databases for student research, and networking teachers for exchange of information
- Developing distance learning consortia that use a range of technology (e.g., audiographic, satellite, and fiber optic interactive television systems) to provide courses in advanced math, science, foreign language, and other specialized subjects
- Redesigning rural schools to become central players in community development, with the aim of allowing students to create their own jobs and to be aware of the option of remaining in rural communities if they choose
- Working with teachers and administrators to design curriculum and organizational structures that will allow rural schools to operate more efficiently, thus sustaining their existence and preventing the need for further school consolidation

State	Total # of Schools	% Rural Schools	% Rural Students
Colorado	1,277	30	14
Kansas	1,454	68	53
Missouri	2,011	41	26
Nebraska	1,464	60	34
N. Dakota	635	75	44
S. Dakota	769	76	50
Wyoming	397	45	20

North Central Regional Educational Laboratory

The North Central Regional Educational Laboratory (NCREL) serves seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. This region is America's heartland. Its fertile soil contributed to America's reputation as breadbasket of the world, and its strategic location, vast natural resources, and mammoth manufacturing capacity made the region preeminent in the nation's economy during the industrial era. The people represent a rich mixture of cultural, racial, and ethnic groups.

MN
WI
MI
IA
IL
IN
OH

The region is overwhelmingly rural and includes more than 2500 rural districts, or about 17 percent of all rural districts in the nation. These districts vary in size, student population, and remoteness.

The challenges to rural schools that come from the unique mixture of isolation and poverty lead NCREL's Rural Education Program to four broad goals:

- To help rural schools gain access to innovative improvement practices and approaches in curriculum, instruction, and assessment; professional development and inservice; and organization and management
- To help rural schools create or join support networks and partnerships that enable them to obtain low-cost assistance in experimenting with innovative practices and approaches
- To help rural schools experiment with innovative practices and approaches while developing the capacity to sustain the ones that prove viable
- To contribute to the pool of innovative practices and approaches by documenting rural schools' experiments with these practices and approaches and drawing conclusions from their experiences

State	Total # of Schools	% Rural Schools	% Rural Students
Illinois	3,915	25	12
Indiana	1,825	26	20
Iowa	1,578	49	31
Ohio	3,579	28	21
Michigan	3,179	20	14
Minnesota	1,460	48	28
Wisconsin	1,983	38	24

Northwest Regional Educational Laboratory

Northwest Regional Educational Laboratory (NWREL) serves Alaska, Idaho, Montana, Oregon, and Washington. Three-fourths of the school districts in this region are rural, located in communities that are economically dependent on agriculture, forest products, fisheries, mining, and tourism.

AK
WA
MT
OR
ID

Educational quality, equity, and access among small, rural schools is reflected in each of NWREL's seven goals: improving learning outcomes, enhancing the education professions, achieving equity, assessing diversity, improving public finance, serving distressed schools, and strengthening community support for children and schools. In accomplishing these goals, the laboratory integrates the special concerns of rural educators into all of its programs, such as technology, school improvement, and Indian education.

Specifically, the laboratory's Rural Education Program is working on five activities:

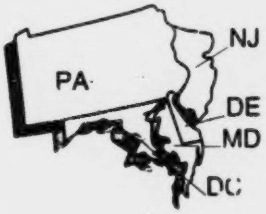
- Research and Development Access to Rural Schools strives to improve the use of research information by practitioners in small, rural schools.
- Successful Schools provides very small, rural, single-building districts with a strategic planning process.
- Rural Curriculum Support explores various strategies that small schools can use in curriculum renewal.
- Rural Community Development designs ways to strengthen linkages between small schools and rural communities to achieve economic, social, and environmental resilience.
- Distance Education and Telecommunications offers assistance to rural school districts and distance education providers as they plan, design, select, and implement distance education options.

State	Total # of Schools	% Rural Schools	% Rural Students
Alaska	452	70	37
Idaho	539	49	30
Montana	758	68	35
Oregon	1,169	18	8
Washington	1,626	27	16

Research for Better Schools

Rural schools are abundant in Delaware, Maryland, New Jersey, and Pennsylvania. These four states are served by Research for Better Schools (RBS), the mid-Atlantic regional educational laboratory. In fact, almost one-fifth of this region's schools are rural. These schools enroll almost half a million students.

RBS provides R&D knowledge and strategies to educators who are trying to achieve educational excellence and equity. Its work in rural education has the following goals. The first is to increase rural schools' capacity for reform. Working with Rural Assistance Councils in each state that it serves, RBS helps state agencies, rural associations, business and industry, and rural schools plan and implement school improvement and restructuring efforts.



RBS's second objective in rural education is to enhance communication of information about the characteristics, capabilities, and needs of rural schools in the mid-Atlantic region. Third, RBS works directly with rural school educators to design, implement, and evaluate restructuring programs.

Under this broad umbrella, the Rural Education Project at RBS engages in the following activities:

- Developing a database on rural schools, analyzing data, andreporting data and other information to educators, legislators, and the general public
- Developing rural school restructuring guidelines, frameworks, models, and other materials
- Disseminating information about promising programs to rural educators
- Designing rural school and community economic development programs

State	Total # of Schools	% Rural Schools	% Rural Students
Delaware	182	27	32
Maryland	1,254	11	14
New Jersey	2,287	8	6
Pennsylvania	3,188	39	16

SouthEastern Regional Vision for Education

The SouthEastern Regional Vision for Education (SERVE) is a coalition of business leaders, governors, policymakers, and educators seeking comprehensive and lasting educational improvement in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

NC
SC
MS
AL
GA
FL

SERVE's mission is to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. SERVE's goals are to address critical issues in the region, work as a catalyst for positive change, serve as a broker of exemplary research and practice, and become an invaluable source of information for individuals working to promote systemic educational improvement.

SERVE emphasizes one of the national goals established by the President and National Governors Association for regional attention each year: improving mathematics, science and computer education; providing safe, drug-free schools; increasing the graduation rate; improving student achievement and citizenship; and expanding adult literacy and lifelong learning. A special three-year project, SERVEing Young Children, focuses on ensuring that all children are ready to begin school.

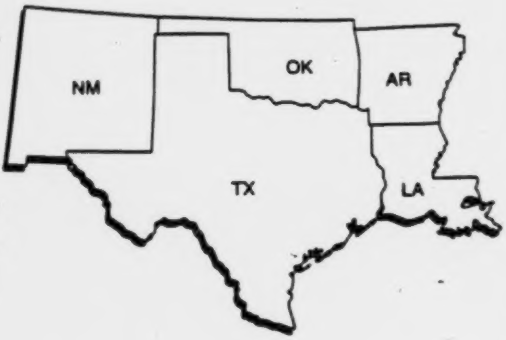
Additionally, SERVE produces and disseminates usable research; publicizes exemplary local, state, and regional educational programs; and analyzes key issues to share information and improve educational policy and legislation. Its online electronic information system (SERVE-line) reaches teachers across the country.

The Southeastern region has the greatest percentage of rural students in any region in the continental U.S. Of the 742 school districts in the region, 476 are more than 50 percent rural in composition. Consequently, the laboratory's rural initiatives are integrated with its total program. Included in these rural initiatives are projects designed to improve compensatory and remedial education in rural schools that are field-testing major research findings; develop and field test a rural school/business partnership model and network; and study state-level policy, regulatory, and statutory barriers to school restructuring and successful intervention programs. SERVE is also examining workforce preparedness, sited-based accountability models, model school and school improvement planning procedures, and the effects of incentive programs on reducing dropout rates.

State	Total # of Schools	% Rural Schools	% Rural Students
Alabama	1,278	29	25
Florida	2,129	10	7
Georgia	1,712	21	17
Mississippi	858	42	39
N. Carolina	1,904	35	29
S. Carolina	1,019	29	22

Southwest Educational Development Laboratory

Southwest Educational Development Laboratory (SEDL) serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. SEDL's mission is to find, share, and sustain effective solutions for the most urgent problems facing educational systems, practitioners, and decisionmakers in the southwestern United States. The laboratory's particular emphasis is on ensuring educational equity for children and youth who live in poverty; who are Hispanic, black, or other minorities; or who have physical or mental disabilities.



Although strongly rural in character, the regional nature of the Southwest is a study in extremes. It has some of the nation's most densely populated metropolitan areas. The region also has some of the nation's richest as well as the poorest counties and schools, and some of the nation's highest and lowest percentages of public school enrollments among African-American, Hispanic, and American Indian students.

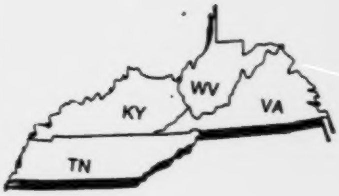
SEDL integrates its work in rural education into all of its programs. Along with these efforts, SEDL's Rural, Small Schools Program is:

- Identifying the characteristics of rural at-risk students in the region, disseminating information about promising programs for rural at-risk students, and conducting case studies to examine selected programs in depth
- Facilitating the use of small, rural school improvement efforts that use distance learning and interactive technologies
- Providing policymakers and educators with information regarding the effects of alternative organizational plans in small, rural schools, particularly those serving at-risk populations

State	Total # of Schools	% Rural Schools	% Rural Students
Arkansas	1,095	45	31
Louisiana	1,366	24	18
New Mexico	646	35	15
Oklahoma	1,835	46	26
Texas	5,637	24	13

Appalachia Educational Laboratory

Appalachia Educational Laboratory (AEL) serves Kentucky, Tennessee, Virginia, and West Virginia. The region contains few metropolitan areas, virtually all located on its periphery. The interior remains rural, much of it hilly or mountainous. Communities are small and often isolated from one another by rugged terrain. In West Virginia and eastern Kentucky, mining and timbering are important economic bases. Light manufacturing is a common economic base in western and southern Virginia and in much of rural Tennessee.



The laboratory's key goals include the improvement of professional quality, of curriculum and instruction, of community support, and of opportunity of access to quality education by all children. To achieve these goals in rural schools, AEL operates three distinct rural programs:

- The Rural Excel program works with education faculty, state department of education leaders, and practitioners in local rural schools to identify materials and practices likely to improve student performance. The collaborative efforts design, test, redesign, and retest improvement programs and strategies. Projects underway focus on early childhood education, home-school partnerships, and interdisciplinary teamed instruction.
- The Rural, Small Schools Program works to link rural communities and educators to the rich storehouse of outside resources. It also disseminates information about what works in rural, small schools. The program helps rural libraries use technology, undertakes special technical assistance projects, and is documenting the implementation of integrated services in West Virginia rural communities.
- The ERIC Clearinghouse on Rural Education and Small Schools processes emerging professional literature on rural and small schools for ERIC, the world's largest electronic database of education-related materials. The clearinghouse also produces a series of practical resources for people concerned with education in rural and small schools, including parents, teachers, policymakers, and researchers.

In addition, AEL's State Policy program is conducting a qualitative, long-term investigation of the implementation of the 1990 Kentucky Education Reform Act in selected rural school districts.

State	Total # of Schools*	% Rural Schools*	% Rural Students*
Kentucky	917	69.6	62.4
Tennessee	758	51.8	45.2
Virginia	832	49.4	39.7
W. Virginia	660	72.0	69.7

*Includes schools and/or students in rural and small towns.

Source: National Center for Education Statistics. (1993). Common Core of Data.

The Regional Laboratory for Educational Improvement of the Northeast and Islands

The Regional Laboratory for Educational Improvement of the Northeast and Islands (NE&I) serves Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

VT
ME
NH
MA
RI
NY
CT

- Puerto Rico
- Virgin Islands

Its mission is to achieve educational improvement by linking schools and classrooms in the Northeast and Islands region with R&D knowledge and confirmed practical experience, complementing and multiplying the activities and accomplishments of existing organizations.

The Rural, Small Schools Network provides information and assistance to rural schools. This effort involves a members' newsletter and information exchange packets, as well as a teacher recognition program that honors and provides stipends to exemplary rural teachers for professional development. This latter effort resulted in a Teacher Recognition Forum and publication of the Outstanding Teaching Practices series.

The laboratory's work with rural schools is part of all of its major programs, both within its OERI contract and through other grants:

- Designing Schools for Enhanced Learning is based on the conviction that in order to succeed, today's students must acquire skills for learning and communicating; essential knowledge that will help them understand and operate in a multicultural, multiracial, interdependent world; and a sense of efficacy and personal and social responsibility.
- The Regional Consortium provides ongoing support to a wide array of schools, individuals, and organizations engaged in or considering efforts to restructure or redesign some aspect of the education system.
- The Regional Policy Initiative is an ongoing collaboration with the seven Northeast Commissioners of Education that allows teachers and administrators in one state to work in another state while seeking their new state certification.

State	Total # of Schools	% Rural Schools	% Rural Students
Connecticut	926	5	4
Maine	714	43	28
Massachusetts	1,747	6	4
New Hampshire	444	34	18
New York	3,884	14	9
Puerto Rico	1700	59	39
Rhode Island	285	4	4
Vermont	334	52	31
Virgin Islands	34	100	100

Pacific Region Educational Laboratory

The Pacific Region Educational Laboratory (PREL) serves American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The dominant characteristic of the Pacific region is the vast ocean that separates the islands from the continental U.S. and from each other.

- American Samoa
- Commonwealth of the Northern Mariana Islands
- Federated States of Micronesia
  - Kosrae,Pohnpei,Chuuk and Yap
- Guam
- Republic of the Marshall Islands
- Republic of Palau

A second characteristic is its heavily rural nature. Approximately 95 percent of the schools and 83 percent of the children are in rural settings.

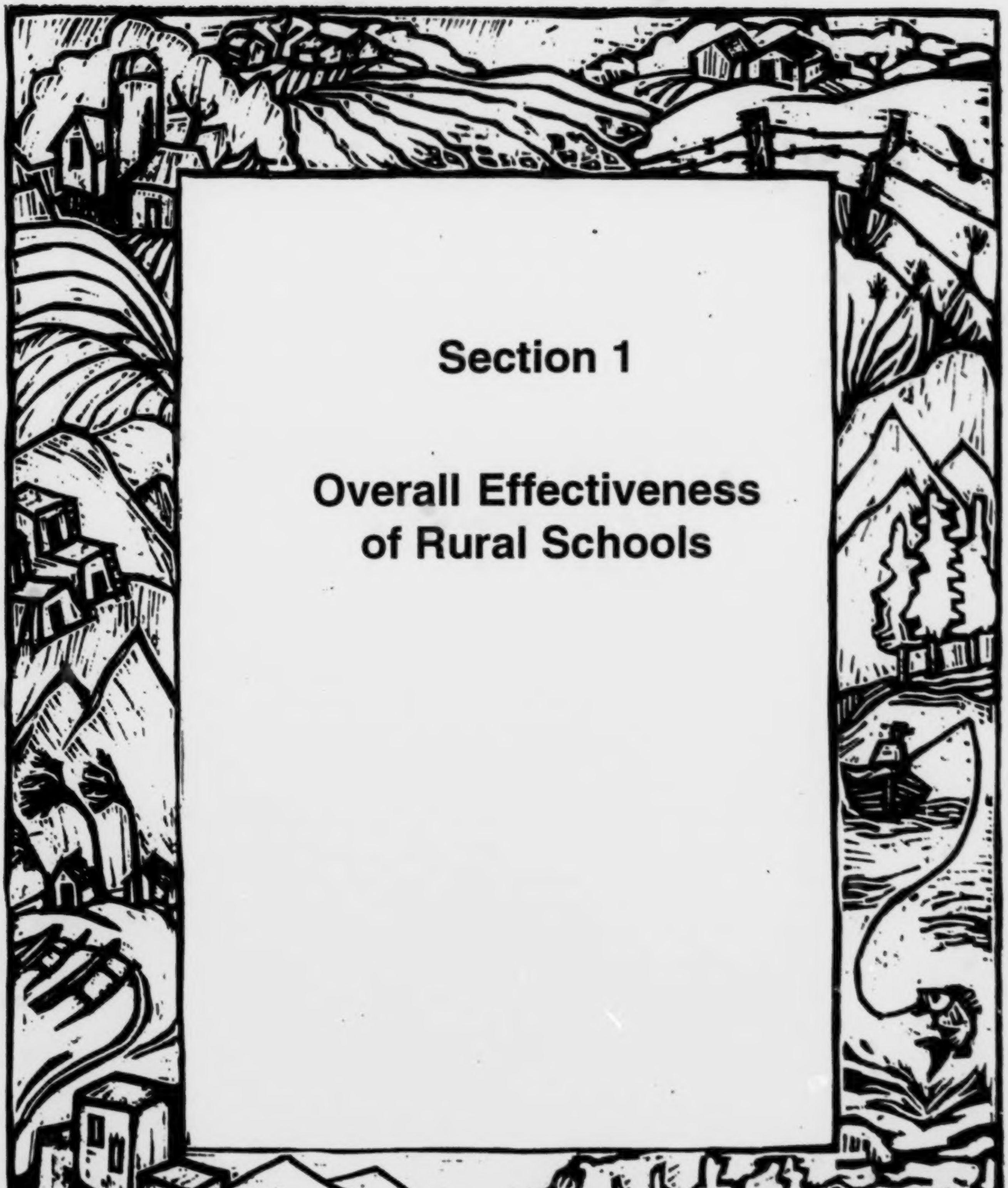
Distances, rurality, and rich multicultural constituents dictate an emphasis on collaboration and interaction. PREL believes that sustained educational improvement must rely on local expertise rather than outside assistance, that doing work for someone rather than with them yields no lasting change, and that appropriate service responds to local priorities. Collaborative activities include:

- Cosponsorship of the annual PREL conference, often the only professional conference that Pacific educators attend

- Support of a regional R&D cadre with representatives from each jurisdiction to plan and conduct a research agenda of common interest across the region — action research issues being addressed include equitable access to education, the nature and needs of Pacific at-risk youth, finance and facilities, and home and school learning styles

- Training trainers for Pacific Effective Schools and bringing trainers from throughout the region together in a school improvement process adapted to local conditions

Jurisdiction	Total # of Schools	% Rural Schools	% Rural Students
American Samoa	33	100	100
Commonwealth of the Northern Marianas	14	100	100
Federated States of Micronesia	75	100	100
Guam	35	100	100
Hawaii	231	18	15
Republic of Palau	25	100	100
Republic of the Marshall Islands	78	100	100



Section 1

Overall Effectiveness of Rural Schools

Overall Effectiveness of Rural Schools

Rural school effectiveness can be viewed from many perspectives: rural student academic achievement, educational attainment, dropout rates, and employment statistics on rural graduates. The most widely used indicator of the effectiveness of rural schools, however, remains students' academic achievement. The National Assessment of Educational Progress (NAEP) has collected and reported student achievement data on a regular basis for more than two decades. The National Educational Longitudinal Study (NELS) has tracked the achievement of 25,000 randomly selected eighth graders since 1988. Both NAEP and NELS data show that in mathematics, science, and reading and over several age groups (ages 9, 13, and 17), rural students perform at about the national average. Their scores are generally below their suburban counterparts and somewhat above their urban, disadvantaged counterparts.

Rural dropout rates are generally below those of urban schools. Smaller proportions of rural youths ages 16-24 dropped out of high school in 1990 (12 percent) than in 1975 (16.8 percent).

Rural students' educational attainment, however, is lower than that of nonrural students. Although more rural students are completing college than ever before, their number still does not match that of urban students. In fact, the gap in educational attainment between rural and nonrural students has continued to widen, mainly because greater numbers of nonrural students are attending college.

This gap places rural students at a clear disadvantage. Today's economic policies favor a highly educated labor force working primarily in metropolitan areas. This economic structure has produced a growing disparity in the rural-urban division of labor: Rural communities have more low-skill jobs and cities have more high-skill jobs. Earnings reflect this disparity. The pay difference for rural versus nonrural high school graduates between 1979 and 1987 had grown to 15 percent and for college graduates to twice that percentage. This economic reality explains the emigration of educated rural workers to the cities.

As informative about the effectiveness of rural schools as these summary indicators are, they need to be viewed with the following caveat. Summary indicators, by definition, mask large regional differences. One does not need to wander too far out into the countryside to see that rural schools are as different among themselves as they are from urban schools.

But rural schools have their strengths, too. Their small size, close community ties, and attention to individual student needs all can support efforts to meet the national education goals. The question is, how do we capitalize on the strengths of rural schools and communities to achieve these goals while minimizing their inherent disadvantages. This first section of the portfolio contains many R&D resources that address this issue, including research to understand better the factors associated with school effectiveness and practices, programs, and services that can help rural schools achieve their desired educational outcomes.

1.1 Looking Ahead to the Year 2000: Issues for Rural Schools

Looking Ahead to the Year 2000: Issues for Rural Schools, edited by Joan McRobbie and BethAnn Berliner, reports the proceedings of the western regional rural schools conference. It includes addresses by the chief state school officer from each of the four states in Far West Laboratory's region (Arizona, California, Nevada, and Utah) on their assessments of the political, demographic, economic, and education issues of the future.

It also summarizes keynote addresses by Ron Knudson (Texas A&M) on Rural Schools and Rural Development; Michael Kirst (Stanford University) on the Prospects and Problems of Restructuring in Rural Schools; David Berliner (University of Arizona) on the research on Transforming the Teaching Profession; and Robert Pearlman (American Federation of Teachers) on Educational Technology in School Restructuring.

Contact:
Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000.

1.1 The Rural Electronic Survey

The **Rural Electronic Survey** provides a direct link to the field. It is an instrument to acquire the opinions and experiences of people who live in rural communities. Simply an automated, toll-free dial-in telephone service, users call an 800 number and are given a set of options for relating what they think about particular issues affecting rural students, schools, and communities. New issues are introduced approximately three times each year. The information, once recorded and transcribed, becomes another part of a data base designed to permit a better understanding of the emerging and enduring rural issues of the north central region of the United States. This understanding, it is expected, will lead to more effective and responsive efforts to address the rural issues.

Two issues have been explored on the **Rural Electronic Survey**: ***"The Impact of Community Demographic and Economic Changes on Rural Schools"*** and ***"The Need for Access to the Internet by Rural Schools"***.

The **Rural Electronic Survey** is a free service in the north central region. For other regions, the cost will vary according to local telephone rates, line charges, and the like.

Contact:
North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735.

1.1 Schools That Work: The Research Advantage Program #5 Meeting Children's Needs

The ***Schools That Work*** video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics which have a broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

Program Five in the ***Schools That Work*** video series, entitled ***"Meeting Children's Needs",*** examines early childhood education and the growing body of research — which even now is affecting practice — that shows the benefits that accrue for children when we set the stage for their schooling early in their lives. On this video, a panel of practitioners and experts look closely at some underlying concepts and principles and they outline a number of examples of early childhood efforts that reflect these principles and concepts. Viewers also have the opportunity to watch two of these exemplary efforts in action: one in Crozet, Virginia and another in Redwood City, California. An in-studio and call-in question and answer session follows these segments.

The video cassette runs approximately 60 minutes and comes with a guidebook which includes background and research about early childhood education.

Contact:
North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300,
Oak Brook, IL 60521, 1-800-356-2735; $25.

1.1 Effective Practices in Indian Education: Curriculum Monograph

How do schools and classrooms address the culture-related academic needs of American Indian students? Is school effects research relevant for designing school curriculum for Indian students? The *Effective Practices in Indian Education* series brings together the key findings of school effects research with the educational practices used by school personnel recognized for their effectiveness in the American Indian community.

Effective Practices in Indian Education: Curriculum Monograph is intended for teachers, curriculum specialists, and others responsible for developing instructional resources for American Indian children, from rural reservations to urban settings. The "how-to" guide helps specialists design and use culturally appropriate curriculum. The guide is organized around common themes and issues from integrating culture into the curriculum to community involvement in the curriculum.

Contact:
Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main St., Suite 500, Portland, OR 97204; $24.45. Also available trhough ERIC/CRESS (ED 266 022).

1.1 Effective Practices in Indian Education: Teacher's Monograph

How do schools and classrooms address the culturally-related academic needs of American Indian students? Is the school-effects research relevant for designing instructional practices for Indian students? The *Effective Practices in Indian Education Series*, developed by the Northwest Regional Educational Laboratory, brings together the key findings of the school-effects research with the educational practices used by school personnel recognized for their effectiveness in the American Indian community.

Effective Practices in Indian Education: Teacher's Monograph is intended for classroom teachers of American Indian children, from rural reservations to urban settings. The "how to" guide helps teachers identify techniques and ideas useful for everyday instruction and classroom management. The guide is organized into five sections: (1) how culture affects the Indian child's education; (2) classroom management; (3) direct instruction; (4) time management; and (5) community involvement.

Contact:
Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $14.80. Also available through
ERIC/CRESS (ED 266 000).

1.1 Effective Practices in Indian Education: Administrator's Monograph

How do schools and classrooms address the culturally-related academic needs of American Indian students? Is the school-effects research relevant for planning school programs for Indian students? The *Effective Practices in Indian Education* series brings together the key findings of the school-effects research with the educational practices used by school personnel recognized for their effectiveness in the American Indian community.

Effective Practices in Indian Education: Administrator's Monograph is intended for school superintendents and principals who serve American Indian children, from rural reservations to urban settings. The "how to" helps administrators identify techniques and ideas useful for planning and sustaining school improvement efforts. The guide is organized around common themes and issues from setting high expectations for student learning to communicating successes to parents.

Contact:
Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main St., Suite 500, Portland, OR 97204; $11.30. Also available through ERIC/CRESS (ED 266 001).

1.1 Pacific Region Effective and Successful Schools (PRESS)

Pacific Region Effective and Successful Schools (PRESS) is a research-based systematic process for improving student performance. It consists of seven modules carefully designed by Pacific Islanders for rural and isolated Pacific Island schools. PRESS is based on a partnership: teachers, students, administrators, parents, and community members can participate in PRESS activities. The training modules include a trainer's guide, handouts, overheads, and supporting materials. Practical examples reflect local cultures and styles of Pacific Islanders. The modules are:

Module 1: Awareness
Module 2: Profiling and Cultural Impact Research
Module 3: Goal Setting
Module 4: Action Planning
Module 5: Implementation
Module 6: Monitoring and Assessment
Module 7: Evaluation and Renewal

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Educational Needs Assessment for the Pacific Region—October, 1993

The Pacific region consists of 10 political jurisdictions covering vast distances with approximately 300,000 children from nine major indigenous cultures. Outside of Hawaii, 95 percent of the schools and 83 percent of the children are in rural settings. How can a regional laboratory identify and respond to the critical educational needs in this setting?

The Pacific Region Educational Laboratory uses a discrepancy model to sense needs, as indicated by the presence of a gap between desired performance and actual performance. Over 640 individuals from ten states and nations in the Pacific completed needs sensing questionnaires. They included students, teachers, principals, central administrators, parents, and community leaders. Although there were slight differences among the 10 entities, at-risk youth needs, professional development, and resource and information acquisition were the most frequently mentioned areas.

This document details the survey process, data analysis strategies, interpretation and analysis, and conclusions for the Pacific region and each of its ten entities. The needs sensing survey instrument is included.

Contact:
Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 PREL Research and Development Cadre

The PREL Research and Development Cadre was established as a model for involving rural, isolated educators in applied research and development activities and to develop a regional capacity for leading, managing, and conducting applied research and development. The cadre is made up of one researcher from each of the 10 Pacific jurisdictions and the four institutions of higher education in the region. It designs research models, participates in data collection, data analysis, and report drafting for the regional or sub-regional applied research studies that have been certified by the PREL Board of Directors. Each of the 10 states and/or nations also has a local cadre to assist these functions on-site.

Implementation of the cadre model has produced: (1) an increase in the knowledge and skills of applied research methods of the cadre members, themselves; (2) the development of mechanisms and capacities to conduct research on a region-wide basis; and (3) an increase in the regional knowledge base. The model and its results have received highly favorable external evaluation analysis.

Contact:

Alice Kawakami, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Profile of At-Risk Factors and Approaches to Island and Immigrant Youth

This document looks at factors that place Pacific rural youth at-risk. The primary research question in this study is: What are the factors that cause students to fail? Related questions include: (1) What factors relate to school success or failure within the schools, homes, and communities of these students; and, (2) What areas should be targeted to better serve at-risk rural students? Data were collected from student records, students, teachers, principals, parents, and community leaders. Demographic patterns that occur with students who have been identified as being at-risk are reported.

Contact:

Alice Kawakami, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Pacific Private Schools Directory, 1993

This directory, prepared at the request of the PREL Board of Directors, aims to involve private schools in regional collaboration for the improvement of education for Pacific youth. It is the first such document to exist in the Pacific. The directory includes 215 schools, pre-school through grade 12, from all 10 political jurisdictions of the region: American Samoa, Commonwealth of the Northern Mariana Islands, Chuuk State, Kosrae State, Pohnpei State, Yap State, Guam, Republic of the Marshall Islands, Republic of Palau, and State of Hawaii. Data for each school include address, phone/fax numbers, administrative head, grade levels, enrollment, religious affiliation, and date founded.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Profile of Pacific Schools-Second Edition, 1989

This profile of Pacific schools, the vast majority of which are small, rural, and isolated, contains detailed information on each of the ten regional jurisdictions in the following areas:

- **Students**: enrollments, ethnicity, and languages;
- **Teachers**: sex, age, experience, ethnicity, certification status, educational background, professional development, and salaries;
- **Administrators:** sex, age, experience, ethnicity, certification status, educational background, professional development, and salaries;
- **Public School Support Staff**: sex, age, and salaries;
- **Public School Curriculum and Instruction**: subjects, requirements, curricula, materials, textbooks, and specialists;
- **Governance and Finance**: governance structures, budgets, per pupil expenditures, school completion requirements, number of school days and hours, language of instruction policy, accreditation status, health standards, and parent and community support;
- **Services and Activities**: private school services, special services, and extracurricular services; and
- **Facilities**: buildings and classrooms, students per classroom, health and safety standards, adequacy, maintenance, and projected needs.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Profile of Pacific Higher Education, 1989

The *Profile of Pacific Higher Education* documents the history, mission, continuing education, and community service activities of 14 institutions of higher education in the Pacific region; two in Guam, one in Palau, one in American Samoa, and 10 in Hawaii. Tables present quantitative data concerning faculty, administration, staff, programs, and operations.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.1 Rural Notes

Rural Notes is a yearly newsbrief emphasizing an exchange of information on the needs and issues of rural educators, particularly those in the Mid-Atlantic region. As well as containing general information about rural school activities in the region, the first newsbrief introduced the work of Research for Better Schools' Rural Education Project and articles about: models for redesigning rural schools; the legality of searching students to keep rural schools safe; and preparing students for the global marketplace. The second edition included interviews with exemplary rural educators from the region, updates on each state's Rural Assistance Council (RAC), news of promising programs and practices for rural educators, and a calendar of events. This publication is produced for rural educators, but might also be helpful to others interested in rural education in the region.

Contact:
Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

RBS

PUBLICATION

1.1 Meta-Analysis of Six Surveys Conducted in the Mid-Atlantic Region

This report consists of the results of six surveys of rural and small school educators in the Mid-Atlantic region. Five major themes emerged from this analysis: (1) inadequate financial bases for rural schools; (2) assistance in curriculum and instruction especially related to the education of at-risk students; (3) the heavy work of rural administrators imposed by increasing state and federal regulations; (4) attracting and retaining rural teachers and administrators and providing them with staff development; and (5) assistance in creating effective partnerships with parents, business, and other community agencies. The report was designed primarily for internal use at Research for Better Schools to provide information about the needs of its rural constituents.

Contact:
Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

1.1 Southern Crossroads: A Demographic Look at the Southeast

The Center for Demographic Policy profiled the states in the SouthEastern Regional Vision for Education's (SERVE's) service area (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina). The profile focused on a variety of demographic and other indicators, including education, health, ethnic diversity, and wealth.

Except for Florida, all of the SERVE states fall below the national average with respect to adults who have graduated from high school. The region is even farther behind in the percentage of adults who have graduated from college. In a number of areas, focused action by states and assistance from SERVE and other organizations can reverse this trend. Addressing problems from each region's perspective can help maximize the resources and experiences of all six states. Possibilities are excellent for increasing the quality of life through collaborative efforts. Several ideas for strategies and ventures are recommended and included in this publication.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; $7.00.

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NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; $7.00.

1.2 Issues...about Change

Issues...about Change is a series of monographs that provide educators with information on strategies and factors that contribute to or impede school improvement. It includes the following sections:

- Realizing School Improvement Through Understanding the Change Process
- Leadership: An Imperative for Successful Change
- The Principal's Role in the Instructional Process: Implications for At-Risk Students
- Site-Based Decision Making: Its Potential for Enhancing Learner Outcomes
- The New Alliance of Superintendents and Principals: Implications for Site-Based Decision Making
- Creating a Context for Change
- Vision, Leadership, and Change
- "Will Our Phones Go Dead?" The Changing Role of the Central Office
- Superintendents of Small Districts and School Improvement: Planning, Providing Resources, and Professional Development

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00 each.

1.2 The School Improvement Partnership Process (SIPP)

The School Improvement Partnership Process is a series of training materials developed to help educators learn how to increase their effectiveness in meeting the needs of rural students.

The training packages, individually described below, are for use by administrators or staff development practitioners.

Each training package contains:

- participant's notebook
- trainer's notebook
- blackline masters for transparencies
- other accessories unique to each package

The training modules are as follows:

Student Motivation: Strategies for Success

This five-hour training program contains four components: motivation theories, teacher expectations, student attitudes, and stimulation activities. It includes specific instructional strategies for use with students. Designed for teachers, the components can be presented separately or as a whole-day training session.

School Improvement Partnership Process (SIPP) Level I

SIPP I, a three-day program, trains participants in effective schools research, the school improvement process, and the development of school leadership teams. Through a variety of activities, participants learn how to plan their responses to school improvement needs.

School Improvement Partnership Process (SIPP) Level II

SIPP II teaches school improvement teams how to implement their campus action plans and meet the plans' objectives. This ten-hour program (presented in four segments) allows teams to critique and revise their improvement plans. It also identifies strategies that leaders can use to guide school improvement efforts.

School Improvement for School Boards

This three-part program familiarizes the school board with the characteristics of effective schools, the steps required in the school improvement process, and the board's role in school change and improvement. It introduces the concept of "mission-driven decision making." This module is a companion to SIPP I and II.

Site-Based Decision Making (SBDM)

This three-hour overview program develops several dimensions of SBDM at the awareness level: reasons districts and schools adopt SBDM; definitions and distinctions between relevant terms; anticipated role changes in SBDM; considerations in the SBDM adoption and implementation processes; and a procedure for checking readiness for SBDM. These materials and activities may be used to introduce the concept of SBDM and as a catalyst for discussion and decision making.

Parent Involvement

This day-long training program explores parent involvement topics, including: steps in starting a parent involvement program, "tried and tested" activities for parents in schools, recruiting parents, and maintaining programs.

Curriculum Alignment

Curriculum Alignment, a day-long program, trains participants in a process to establish agreement between curriculum guides, assessment, and actual instruction. Suggestions for involving teachers and administrators in the alignment process are provided.

Communication

This six-hour training program uses a variety of activities to review the complex nature of communication. Topics covered in the program are the communication process, listening skills, non-verbal communication, and feedback skills. The training helps participants develop skills for effective group communication.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; *Student Motivation*, \$40.00; *SIPP Level I*, \$100.00; *SIPP Level II*, \$50.00; *School Improvement for School Boards*, \$52.00; *Site-Based Decision Making*, \$40.00; *Parent Involvement*, \$52.00; *Curriculum Alignment*, \$52.00; *Communication*, \$40.00.

1.2 Rural Schools on the Road to Reform

Once we were a nation of rural schools. Today, while fewer in number, these schools still play a central role in rural community life and well-being. For years they have struggled with little public understanding to remain a viable part of the nation's education system. This report is about the results of a significant reawakening of federal policy interest in rural education. And it is about the potential of such policy-making.

Coproduced by the Council for Educational Development and Research and the regional educational laboratories, this document focuses on the many educational improvement programs being conducted in rural schools in the United States.

Contact:
The regional educational laboratory that serves your region (see front map listing).

1.2 Comprehensive School Improvement

Combining restructuring initiatives with knowledge and practice from effective schools research, this publication offers practical advice on planning and implementing school-wide improvement. While written for the benefit of all schools, it provides examples of rural schools that have used this information to bring about successful school-wide change.

Ideas presented in this publication have been used to develop programs in rural schools. Examples include Robeson County, North Carolina, where a computer instructional program helps at-risk K-8 students enhance basic and higher order skills in reading and math; and, a school in Murray County, Georgia, that has created family support teams for the parents of at-risk pre-schoolers.

A list of resources and contacts that can be of support to rural schools is provided.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177, 904/329-3847; $7.00.

1.2 Journey Toward Change (videotape)

This film, a companion to *Comprehensive School Improvement*, offers school improvement teams ideas, strategies, and inspiration from educators who have participated in successful school improvement initiatives. Examples address some of the unique challenges facing rural schools exploring, or in the midst of, change. (25 min.)

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177, 904/329-3847, VHS videotape; $19.95.

1.2 Synthesis of the Research on Educational Change: Overview and Initiation Phase

Educational change is actively underway in small rural schools in the Pacific region. A number of schools in Hawaii and the Marshall Islands are altering relationships among students, teachers, parents, and the communities. The Commonwealth of the Northern Mariana Islands is linking school improvement, restructuring, and accountability systems. Schools in Chuuk State are testing innovations that will be exported to remote, out-lying islands. Pohnpei and Yap are engaged in implementing five-year plans and curriculum frameworks. Kosrae State has adopted a four-day school week. These examples of change underscore the need for information about the nature of educational change and the factors that strengthen and/or inhibit improvement efforts.

This paper is the first of a series on the broad phases of educational change: initiation, implementation, institutionalization, and renewal. Drawing heavily on the work of Canadian researcher Michael Fullan, it reframes change factors into questions to guide those involved in the initiation, implementation, or institutionalization phases of change. It then delves more deeply into the realities of change and provides some operational advice to help those in the initiation process. Finally, the synthesis looks at change research in the Pacific and poses such questions as: "What does shared control look like in Pacific education?", "Are there differences in who needs to be involved in different entities?", and "What are culturally appropriate rewards?." Some aspects of educational change may be common across Pacific and international education; some may be unique within the specific contexts of individual jurisdictions.

Contact:
Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.2 Synthesis of the Research on Educational Change: Implementation Phase

This paper is the second in a series of syntheses of research on educational change. The first focused on key questions to be answered from within as Pacific schools initiated change. This paper draws heavily from the work of Hord, Rutherford, Huling-Austin and Hall, the Concerns Based Adoption Model (CBAM), and Fullan's research in asking key questions to guide rural educators in Pacific schools as they move into action.

The paper discusses seven stages of implementation, ranging from awareness to refocusing. In addition, it presents a number of key implementation factors, again in the key question mode. Finally, it points out the importance of leadership, as well as the additional benefits that can ensue from using external and internal facilitators. The implementation phase is exhilarating, exhausting, frustrating, and filled with uncertainty. People must give up what they know well and begin to struggle to master new skills and knowledge — to shift their belief structure so that changes become a part of their everyday behavior. This synthesis underscores the variables that define educational change as personal change.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

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Contact:
Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.2 Modified School Schedules: A Look at the Research and the Pacific

The Pacific is demonstrating an increasing interest in pursuing systemic change in public schooling. Waihe'e Elementary School in rural Maui, Hawaii, Meyuns Elementary School in rural Republic of Palau, and the entire school system of rural Kosrae State are examples of this increased interest. Educators are re-examining many of the ways schools are run. This paper describes alternatives to the traditional school schedule and discusses what we know about their impact on student achievement.

Approaches to modifying the traditional school schedule include lengthening the school year and reducing the traditional five-day school week to a four-day week. Both of these approaches are being tried in Pacific schools. *Modified School Schedules: A Look at the Research and the Pacific* presents research findings in these two approaches and describes both Pacific and U.S. mainland school systems that have implemented these alternative schedules.

Contact:
Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.2 Onward to Excellence: A Research-Based Improvement Process for School Buildings

Onward to Excellence enables school personnel to systematically use effective schooling research to improve student performance. It has been successfully tested and used in rural schools where clustering of schools within or across districts is possible.

The facilitation process begins by introducing the effort in the school and community, and continues with staff learning about the research, profiling student performance, setting one or more improvement goals, checking current practice related to the goal(s), developing a prescription for improvement, and implementing action plans to achieve the goals. Monitoring of the action plans leads the cycle starting anew. A leadership team of teachers, specialists, administrators, students, community members and classified staff guides the process.

Onward to Excellence was developed in 1981 and rigorously field tested in rural communities in 1987-88. The process and supportive materials are provided on a for-fee basis. Depending on the location of the requesting school or district, facilitators are available for awareness workshops and support. Training capacity currentlyexists in Oregon, Washington, Idaho, Montana, Hawaii, Kansas, Mississippi and Florida.

Contact:
Northwest Regional Educational Laboratory, School, Community and Professional Development, 101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

PUBLICATION

1.2 Managing Change in Rural Schools: An Action Guide

Managing Change in Rural Schools: An Action Guide acknowledges the unique qualities of rural and small schools. At the same time, it looks across the issues that all schools face as they work to provide students with the skills and knowledge to become active participants in their own communities. The guide connects two lines of educational research and practice: what is known about educational change in general, and the conditions and characteristics of rural education in particular.

The book takes readers on a seven-part journey toward lasting change, from starting an improvement project, through maintaining and continuing the changes implemented. Each phase of the journey describes the key components involved in the effort; discusses related research and experience in rural schools; and presents a dialogue between the authors.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9084-RP; $14.95. Also available through ERIC\CRESS (ED 340 553).

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 Andover, Massachusetts 01810

1.2 Kindle the Spark: An Action Guide for Schools Committed to the Success of Every Child

Originally developed for urban schools, this publication has been used successfully in rural schools as well. It is designed for school teams and others who want to make their school more effective for all students, particularly disadvantaged and low-achievement students. It is appropriate for schools interested in drop-out prevention, restructuring, implementing schoolwide change, or serving disadvantaged students.

Topics covered include getting started, setting goals and targets, successful classroom practices, and home-school partnerships. The book contains an annotated bibliography, a special chapter that focuses on early childhood, and thumbnail sketches of effective programs for at-risk students.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9077-RP; $19.95. Also available through ERIC\CRESS (ED 337 898).

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 Andover, Massachusetts 01810

1.2 Education by Charter: Restructuring School Districts

Rural schools are considering the possibility of restructuring by building on the strengths they already have. Ray Budde's book gives insight into how to shift the "responsible control" of the entire function of instruction to those who teach. In a case study style, he shadows a new superintendent as he shares his vision of how to restructure the school district over the course of a decade with his school board and staff .

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9037-RP; $12.00

1.2 Genuine Reward: Community Inquiry into Connecting Learning, Teaching, and Assessing

Genuine Reward: Community Inquiry into Connecting Learning, Teaching, and Assessing brings together research and practice to help communities look carefully at what they want their young people to know and be able to do in the context of current and future demands in a global society. It is a result of work done by many schools, including rural schools, in the Northeast. The guidebook describes a process that schools and school districts can use to design a program in which learning, teaching, and assessing are strongly connected.

Separate chapters discuss: how communities can — and why they should — become involved in designing learning-driven education for their children; principles of learning and development; current research on and approaches to assessment; and ways to integrate learning, teaching, and assessing for the benefit of students, teachers, and the community.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9812-RP; $21.95.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

1.2 Making Change for School Improvement: A Simulation Game

Used extensively in rural areas, this training product provides an active and exciting simulation of school-based change. With the goal of installing a new program in a school district, teams play this simulation game and earn credit for their progress. The object is to convince fictional administrators, parents, and teachers to implement proposed changes and generate benefits for students. The progress teams make is based on educational research and the Concerns Based Adoption Model of change. While playing, team members learn to avoid the barriers that typically prevent school improvement and apply the most effective strategies for promoting changes in schools. Rather than simply reading about the research on educational change, the simulation gives educators the opportunity to actually try out change strategies. The results are enlightening and fun.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 521-RP; $250.00.

1.2 In Pursuit of Educational Excellense: Do Rural Schools Get the Services They Need?

Throughout the North Central Region, state and local policy makers are taking a close look at service infrastructures--especially intermediate service agencies and state education agencies--and asking whether these systems can support reform or need to be reformed themselves. In Minnesota, legislation defining the process for reforming the delivery of services was passed in 1993. Illinois also passed legislation in 1993 calling for major changes in the state's intermediate service agency system. In Ohio, a commission is looking at its multiple structures for service delivery. In 1992, the state department of education commissioned an evaluation of Indiana's intermediate service agency system. Minnesota and Ohio recently reorganized their state departments of education. New superintendents in Indiana and Wisconsin are examining their organizational structures as they begin their terms.

These reports present new information about rural schools' need for services and about the infrastructures' ability to supply those services. They represent one important perspective¾that of the region's rural principals. They also suggest that two related questions should be the focus of policy deliberations and further inquiry:

- Do today's service delivery systems adequately meet and present the future needs of rural schools for services that will support reform?
- If not, can current systems be made to do so, or are new systems needed?

The principals' responses suggest that these deliberations should proceed along four lines of inquiry:

- **Linkage:** How should service supply, delivery, and demand be linked to reform?
- **Information:** How might service infrastructures collect and provide better and more timely information about service supply and demand among rural schools and service providers?

- **Incentives:** What incentives for service providers and rural schools will lead to better matches between service supply, delivery and demand.
- **Resources:** Are there untapped resources among service providers? Who are the potential service providers? Are there untapped resources among rural schools?

State profile reports for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin are available.

Contact:

Lawrence Friedman, Regional Policy Information Center, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $3.00.

1.2 Systemic Change in Rural Schools

How do rural schools plan for system-wide improvements and experiment with new ideas in order to meet the dual challenges of changing demographics and increased demands for school accountability?

Far West Laboratory has partnered with a few rural districts in its region and embarked on the road toward making systemic change. These districts (Twin Ridges in central California, Ganado, Arizona in the Navajo Nation, and Minden, Nevada) have large contextual differences in the cultural, ethnic, and language mix of students and faculty.

This experience culminated in the development of a rural consultancy model/ process that includes improvement tools and resources.

Contact:
Stanley Chow, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

Far West
LABORATORY

PUBLICATION

1.2 Principles of Successful Chapter 1 Programs: A Guidebook for Rural Educators

Principles of Successful Chapter 1 Programs: A Guidebook for Rural Educators, written by Larry Guthrie, Grace Pung Guthrie, Sylvie van Heusden, and Robert Burns, is for rural educators who provide Chapter 1 services to disadvantaged students. It describes five principles for planning and implementing successful rural Chapter 1 programs. The principles are distilled from recent research and evaluation studies on Chapter 1 and other school improvement programs. In addition, the guidebook provides case studies of how three exemplary school districts (two rural districts: Juab, Utah, and Chinle, Arizona, and one urban district: Long Beach, California) apply these principles in their Chapter 1 programs.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000.

1.2 Focus on Program Improvement

Focus on Program Improvement is a planning guide developed by the Region F Chapter 1 Technical Assistance Center at Far West Laboratory. It provides a coherent and reflective planning process for designing and implementing school improvements in urban as well as rural Chapter 1 schools.

It provides guiding principles and helpful suggestions for school staff as they embark on the school improvement process. The materials are organized around seven planning steps:

1. Prepare: Plan to plan
2. Assess: Know the Situation
3. Learn: Build a Knowledge Base
4. Plan: Define a Vision and Develop Strategies
5. Implement: Move Forward
6. Monitor: How Are You Doing?
7. Educate: How Did You Do?

The guide was developed as part of a set of program materials to support local school improvement efforts. Companion pieces include: tools to support strategies and activities described in *Focus*; workshop materials to use in group-planning; and program improvement success stories. For example, the parent involvement materials include: an Overview on Parent Involvement, Roles Parents Can Play, Parents as Teachers, Parents as Volunteers, and Home Learning Activities.

Contact:
Beverly Farr, Region F, Technical Assistance Center, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

1.2 Framework for Evaluating State Policy Options for the Reorganization of Rural, Small Schools

For most of the twentieth century, bigger was better in virtually all walks of life, including education and the factory was the paragon of efficiency. By the end of the 20th century, however, services had displaced manufacturing as the center of economic activity, and a new model of quality prevailed. People understood that they could create organizations that were too large to deliver services effectively.

These changes have put educational policymakers concerned with rural schooling in a quandary. Are there ways around the factory-model legacy of "bigger is better?" What alternatives exist? How does one judge them?

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small Schools, by E. Robert Stephens, professor of educational administration at the University of Maryland, answers these questions. It develops the tools with which policymakers and analysts can assess the options available to them in their own states.

Contact:
ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348, Charleston, WV 25325, 800/624-9120; $15.00 postage included. Also available through ERIC (ERIC ED 332 855)

1.2 Priorities for Research and Development on Rural, Small Schools: Results of a Delphi Study with a Panel of Rural Researchers

In 1989, the Federal Interagency Committee on Education (FICE) Subcommittee on Rural Education examined the state of rural education research, drawing upon the knowledge of specialists within the federal government. From this examination, six topics emerged as priorities for future research on rural education. These are: (1) the overall effectiveness of rural schools; (2) curricular provisions in rural schools; (3) school and community partnerships on behalf of rural schools; (4) human resources for rural schools; (5) the use of technology in rural schools; and (5) financial support and governance for rural schools. These six topics are described in *An Agenda for Research and Development on Rural Education*, published by the U.S. Department of Education.

In 1992, Appalachia Educational Laboratory designed and conducted a two-year study to validate, update, and extend the contents of the original agenda. Using a modified Delphi study with a selected sample of members of the Rural Education Special Interest Group (RE/SIG) of the American Educational Research Association, AEL conducted three rounds of the Delphi. A Delphi study is a procedure designed to gather expert opinions and judgments from various fields to develop the most likely scenarios for the future.

Priorities for Research and Development on Rural, Small Schools: Results of a Delphi Study With a Panel of Rural Researchers, describes the Delphi study, explains the findings, and provides an updated research and development agenda for rural education.

Contact:
Appalachia Educational Laboratory, Resource Center, PO Box 1348, Charleston, WV 25325, 800/624-9120; free (limited supply).

1.3 Sharing Success: Promising Service-Learning Programs

This document describes 34 exemplary K-12 service-learning projects throughout the Southeast including several operating in rural schools. Examples include a high school in Boonesville, Mississippi, that has established an adult mentoring program and student-initiated community service projects; and, an elementary school in Bremen, Georgia, that conducts community beautification projects and has "adopted" nursing home residents and hospital patients.

Each description details information on how well the program has worked. Contact information for each program is provided and readers are encouraged to contact the highlighted schools for information or advice.

Also see companion publication *Learning By Serving: 2000 Ideas for Service-Learning Projects* listed under School and Community Partnerships.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; single copies free.

1.3 Meeting the Challenge: An Educational Videotape for Rural School Improvement

Meeting the Challenge: An Educational Videotape for Rural School Improvement, a videotape consisting of two 20-minute segments, orients participants to the role of systematic staff development and its value in the rural school improvement process. The first segment illustrates the Systematic Staff Development for School Improvement model with classroom scenes and interviews with teachers and administrators from rural schools with exemplary staff development programs. Representatives from a state department of education, a university, and the Southwest Educational Development Laboratory discuss their interest in promoting the use of systematic staff development. The second part of the videotape provides an opportunity for more in-depth study of the model by examining specific staff development practices in the featured exemplary programs. A trainer's manual gives an overview of the videotape's contents and includes descriptions of the featured programs.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $15.00.

1.3 Pacific Region Leadership Teams

How does a laboratory utilize, mobilize, and empower the wide range of human expertise that exists within and across the vast distances of a region? How can a laboratory tap the creativity, experience, and skills of rural educators in highly rural and isolated areas? How can a laboratory enhance constituents' ownership of regional R&D efforts? The Pacific Region Educational Laboratory has developed and implemented a leadership team concept to address these questions and profit from the region's diversity in needs, political systems, and cultures.

Leadership teams have been organized in applied research, school improvement, classroom assessment, and mathematics and science instructor. Team members are appointed and/or endorsed by their chief state school officer to represent their entity in the work at hand. Leadership teams meet monthly via PEACESAT satellite conferencing and in regional meetings at least two times a year. This is productive for the laboratory and provides positive support to the regions' desire to develop local capacity to attend to regional needs without heavy reliance on outside support.

Contact:
Rita Hocog Inos, Pacific Region Educational Laboratory, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

1.3 Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change

Without a wide range of resources, but still wanting to initiate change, rural schools need to do more with their own expertise. This training module allows this to happen. *Making Sure It Sticks* is for local leaders and facilitators who wish to work from a combination of theory and practice. It includes background reading, handouts, and overheads. Step-by-step directions bring participants through: (1) identifying indicators of institutionalization; (2) knowing when to institutionalize an innovation; (3) factors that support and threaten institutionalization; (4) institutionalization dilemmas; and (5) planning for institutionalization. Each activity contains materials for two levels — an awareness level that introduces participants to the major concepts and research about institutionalization, and an action level for participants with implementation experience. Included is a copy of *Strategic Planning Issues that Bear on the Success of School Improvement Efforts.*

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9704-RP; $12.00

[This is part of a series that includes: *Coaching Secrets for School Leaders* (9701-RP); *Lessons from the Business Literature* (9705-RP); and *The Role of Teams in Implementing School Improvement Plans* (9703-RP). Each $12; all four $43.20]

1.4 Notes from the Field

The Kentucky Education Reform Act (KERA) of 1990 provided a unique opportunity to study major restructuring in rural school districts. Every district in a predominantly rural state was required to make massive changes in curriculum, governance, and financing of their public schools. The intent was: (1) to instill a new philosophy that all children can learn and that educators are able to ensure that all students meet high expectations; (2) to rid the system of political influences; and (3) to achieve equity in funding among districts.

Since December, 1990, the Appalachia Educational Laboratory (AEL) has been conducting a longitudinal qualitative study of the reform as experienced in four rural school districts (county districts in western, central, and eastern Kentucky and one very small independent district). The purpose of the study is to provide timely feedback on KERA implementation for the benefit of Kentucky policymakers and practitioners. Other interested audiences are researchers, policymakers, and practitioners across the country.

Notes From the Field focuses on instructional changes at all grade levels, the new non-graded primary program, school-based decisionmaking, integrated services to overcome non-school barriers to learning (Family Resource/Youth Services Centers), and the effects of the new funding formula. To date, program staff have issued six brief summaries of research findings: "An Overview of KERA Implementation in Four Districts," "School-Based Decisionmaking," "Family Resource/Youth Services Center," "KERA Finance Measures," "KERA Through the Eyes of Teachers," "Kentucky Primary Program," and "School-Based Decisionmaking After Two Years."

Contact:

Pam Coe (800/624-9120) or Patty Kannapel (502/581-0324), State Policy Program, Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325. Individuals are added to the mailing list free of charge, back issues are available for $2.00.

1.4 A Case Study of the Impact of a State Level Policy Designed to Improve Rural Schools in the State of Vermont

Rural educators and community members trying to cope with the pressures of education reform will find this study valuable. *A Case Study of the Impact of a State Level Policy Designed to Improve Rural Schools in the State of Vermont*, written by Bob Carlson, examines how 10 K-12 single-unit schools in Vermont functioned under the dual pressures of higher state-level standards and limited fiscal resources.

The State of Vermont, like many states in the country, has embarked on an effort to improve the quality of education in its schools. In 1984, the State Board of Education approved a Public School Approval (PSA) policy that detailed a number of standards ranging from curricula to school climate to school facilities. Nearly all schools in the state have been subjected to the PSA review process and are pursuing a number of agreed-upon improvements. Vermont, like its rural counterparts across the country, is facing serious economic problems that strain state aid and local property tax support.

Contact:

Appalachia Educational Laboratory, Resource Center, PO Box 1348, Charleston, WV 25325, 800/624-9120; free (limited supply).

1.4 A Case Study of Assessment Reform in Arizona: Pine Strawberry School District, Pine, Arizona

The shift to a new approach to curriculum, instruction, and assessment represented by the Arizona Student Assessment Program (ASAP) holds particular challenges for rural districts. *A Case Study of Assessment Reform in Arizona*, by Elise Trumbull Estrin, is an in-depth look at how a small rural school district is coping with the demands of implementing assessment reform. It helps state department ASAP staff as well as staff in other rural districts understand the issues involved in implementing a complex innovation in a community some distance from major sources of support. The case study focuses on the following questions: How did district staff develop their own assessment expertise? What strategies and resources did the district and teaching staff use to develop a district assessment plan? What was the role of the school board and the community? What problems did the district encounter, and how did it resolve them?

Contact:

Elise Trumbull Estrin, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

1.4 Early Intervention for Students At Risk: Three Profiles from Arizona's Rural Schools

Research and practice in early intervention are challenging us to review assumptions about "at risk" students. Too often, "at risk" is translated as "low ability"; and too often, students labeled "at risk" are given remedial drill and practice work. In Arizona, schools focus on early intervention in the primary grades through an enriched curriculum and extended quality instructional time.

In *Early Intervention for Students at Risk: Three Profiles from Arizona's Rural Schools*, authors Nikola Filby and Vicki Lambert highlight profiles of three schools — Ash Fork School District, Ash Fork, Arizona; Littleton Elementary School District, Cashion, Arizona; and Ganado School District, Ganado, Arizona. Each of these schools is the lone elementary school in its rural district, has a challenging and diverse student population, and illustrates an interesting approach to early intervention.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000.

1.4 Work in Progress: Restructuring in Ten Maine Schools

How can schools in a rural state involved in restructuring assess whether or not they're heading in the right direction? *Work in Progress: Restructuring in Ten Maine Schools* poses this question and others to 10 Maine schools that received state restructuring grants. The booklet follows each school as it wrestles with these questions, plotting the progress of their journeys toward becoming learner-centered schools. It shares learnings from individual schools, as well as common restructuring experiences among the entire set of schools. Each school's journey is displayed textually and graphically, making for a visually appealing document that can spark questions and discussions among other schools attempting similar efforts.

The booklet was prepared for the Maine Department of Education by The Regional Laboratory for Educational Improvement of the Northeast and Islands. An instruction guide for developing a journey is also available.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 905, Andover, MA 01810; order no. 9079-RP; $10.00. Also available through ERIC\CRESS (ED 339 083).

1.4 The Multigrade Classroom: A Resource Handbook for Small, Rural Schools

The Multigrade Classroom: A Resource Handbook for Small, Rural Schools was designed for use by anyone contemplating or currently teaching in a multigrade or multiage learning environment. It represents a compilation of research-based information and anecdotal descriptions of multigrade/age practice. The document is 264 pages long and includes the following chapters:

1. Research on Multigrade Instruction
2. Classroom Organization
3. Classroom Management and Discipline
4. Instructional Organization and Curriculum
5. Instructional Delivery and Grouping
6. Self-Directed Learning
7. Planning and Using Peer Tutoring

Each chapter describes actual practice and related research that is written with an eye for practitioner use. The handbook provides an overview of the research base supporting multigrade/age practice, along with chapters that are highly interactive (e.g., self-assessment check-lists, classroom design pages, and diagrams). Each chapter ends with an annotated list of resources. To date, over 2,000 copies of the handbook have been sold in 48 states and in Canada, Indonesia, Pakistan, Jamaica, and Micronesia.

Contact:

Document Reproduction Service, Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204; $29.95. Also available through ERIC/CRESS (ED 320 719).

1.4 Successful Schools Process

The *Successful Schools Process* is a research-driven school improvement process designed for the unique needs of small, rural, single-campus school districts where student enrollment does not exceed 300.

The process includes vision clarification, identification of district needs and strengths, strategic planning, and board adoption of the action plan for implementation. All members of the educational community — parents, school staff and administration, and school board and community members — are involved in this process.

An outside facilitator guides participants' use of research and local data in decision-making and strategic planning for school improvement. The educational community of the school district participate in an orientation session and four workshops, scheduled about three to four weeks apart, to cooperatively develop a school improvement plan. The plan incorporates celebration of school district strengths and strategies to address school needs.

Northwest Regional Educational Laboratory's Rural Education Program identifies and contacts the facilitators when a district requests to participate in the process. An orientation session acquaints participants with steps of the process and what is required to develop an action plan for the district. A commitment to participate in the four workshops is not made until after the orientation session, at which time the school board makes a formal decision whether or not to engage in the workshop series. Costs of this process vary depending upon travel expenses of facilitators who are located in several regions of the U.S..

Contact:

Northwest Regional Educational Laboratory, Rural Education Program,
101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339.

1.4 Historical and Cultural Influences on the Educational System of the Republic of Palau

All of the schools in the Republic of Palau, public and private, are essentially rural. Leaders in Palau, including traditional leaders, educators, religious leaders, and politicians, have long realized that a system of education is more than just "schools." The system also includes forces such as community attitudes toward learning, aspirations for children and youth, historical attributes of what, how, when, and why learning takes place, and child rearing and learning practices in the home.

This paper synthesizes major writings that have traced the history of Palau in terms of the political, educational, religious, and cultural influences that have affected the current system of educational beliefs and systems. Pre-colonial and traditional teaching and learning are examined in the light of Palauan cultural values, behaviors, and priorities. The impact of nearly 23 years of Spanish and German colonialism and some 40 years of Japanese domination of the nation has heavily influenced Palauan's views of education. The Westernization of Palau and its people results from the United States' socio-political-economic control of the country up to the present time.

This synthesis is intended to assist the "Palau 2000 Task Force," appointed by the President of Palau, in its deliberations over the future of Palau's educational system. It highlights historical and cultural concepts, values, practices, and recurring themes or ideas that may warrant special notice by the task force members.

Contact:

James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

1.4 Profiles of Rural Schools in the Mid-Atlantic Region

This document was prepared for the Office of Educational Research and Improvement (OERI), United States Department of Education, in response to a request for information about the status of rural education in the Mid-Atlantic region (which is composed of Delaware, Maryland, New Jersey, Pennsylvania, and Washington, D.C; in view of its entirely urban character, the District of Columbia was not considered in this report). It provides descriptive information and data on a wide variety of topics critical to the understanding of rural education in the region including: policies, formulas, and definitions relevant to rural education; characteristics of rural students and rural schools; and available service delivery systems. Information is provided for each state, and an integrating chapter addresses the region as a whole. The document has also been used by staff from Research for Better Schools in their work with each state's Rural Assistance Council (RAC), which includes school district personnel and leaders representing state government and community business interests.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

1.4 Leadership for Change Case Studies

Five *Leadership for Change* case studies identify, document, and examine the: development of school improvement efforts; implementation of these efforts; and contextual factors that facilitate or impede these efforts. Case studies are currently being conducted in each of the five states served by SEDL — Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

The Arkansas site is located in the Mississippi Delta, a region populated by poor, minority families. The site is a participant in the Ventures in Education program, which targets high school students with poor performance records in order to enhance their chances of completing postsecondary studies.

The New Mexico site is a middle school in Las Vegas which changed from a traditional junior high to a middle school in two short years. It implemented a "Family Plan" in which four classrooms work together much like a family unit.

The site in Oklahoma is a small, rural PreK-8 school. Over 75 percent of its students are Cherokee Indians. It is located in one of the state's poorest counties. The school has relied extensively on community input through surveys. Grants enabled it to add new programs and facilities.

Contact:
Leadership for Change Project, Southwest Educational Development Laboratory,
211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $5.00.

1.4 Rural Students At Risk in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

This document synthesizes much of the available literature and research dealing with at-risk students in rural and small towns against the backdrop of the nation's overall concern about at-risk students. A historical summary of the term "at risk" is presented, followed by a discussion of the variables found to increase the chances of a student dropping out or not finishing school with the requisite skills/knowledge to be a successful participant in adult life. These variables are discussed in four categories: (1) family and student background characteristics; (2) student behaviors; (3) school practices; and (4) contextual variables. The synthesis concludes with a discussion of rural policy issues.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX
78701-3281, 512/476-6861.

1.4 Conditions and Needs of Rural Education in the Southwest Region

This extensive document presents information on the condition of rural schools, economies, legislative mandates, demographics, educational indicators, and policies in the Southwest region.

The report includes three major sections: (1) a regional overview; (2) a description of rural and small schools in the Southwest region; and (3) individual state profiles for Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The regional overview addresses four major topics: demographic and economic trends; public education in the Southwest, including funding sources and legislative mandates; conditions and needs in the region's rural small schools; and strategies for addressing regional needs, including economic development and rural revitalization.

Individual state profiles provide information on the rural and economic context of rural schools in each state. An overview of state policies examines recent and relevant education legislation, as well as specific mandates and programs implemented in each state. Each profile also addresses consolidation, the uses of technology, and the roles of education service centers in rural education. Data and site-specific information unique to each state's rural small schools are also presented.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $7.00.

1.4 Issues...about Change in a Rural School

Issues...about Change in a Rural School is work in progress that describes a K-8 school in a rural area in northeastern Oklahoma where the majority of students are American Indian (Cherokee). It focuses on improvements which the school has made over a long period of time.

This K-8 school is a "dependent school" — the students go to high school in another district. It is a relatively small school with 500-550 students, but over the years the district has added numerous facilities to the campus. The staff have become so proficient at securing grants that nearly 40 percent of the school's revenues come from federal grants. One of the grants received in the early 1980s allowed the school to construct a psychomotor center, where language development and learning are reinforced through the visual, auditory, and kinesthetic modalities. In general, the school strives to be a community center and makes its programs and facilities available to the public. Community use of school facilities is high.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $4.00

1.5 Rural Education in a Period of Transition: Are the Public Schools Up to the Task?

This monograph reviews research on the quality of rural schools, attempting to address the conventional wisdom that because rural schools tend to be smaller, they are second-best. Quality is examined from three perspectives, "input indicators," "process indicators," and "performance indicators." The studies suggest that given existing quality standards and current assessment procedures, rural schools tend to measure up well. Certainly, size is not the determining factor for school quality.

Contact:
Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd., Suite 500,
Aurora, CO 80014.

1.5 Vital Signs Profiles

The **Vital Signs Profiles** are a means of gauging the well-being of rural youth, families, and communities over time. They also can serve as a benchmark for understanding the conditions and context in which rural people live and raise their children. These profiles consist of demographic and statistical information about a particular community as abstracted from a variety of data sources such as the United States Census Bureau, *Kids Count*, the National Center for Education Statistics, and the Common Core of Data as well as from local community sources such as newspapers and school district records. In addition to data about, for example, population composition, changes and density, degrees of rurality, poverty levels, graduation rates, and the like, the profiles provide comparative information which enables community members to assess many of these vital signs with respect to other similar and dissimilar communities in a state.

The **Vital Signs Profiles** can be used by rural communities as a resource for planning and community development or simply as a status report that enables them to understand themselves more fully. Each **Vital Signs Profile** is customized to some extent; therefore, costs vary.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300,
Oak Brook, IL 60521, 1-800-356-2735.

1.5 Schools That Work: The Research Advantage Program #4 Alternatives for Measuring Performance

The ***Schools That Work*** video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics which have a broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

Program Four in the ***Schools That Work*** video series, entitled ***"Alternatives for Measuring Performance,"*** explores different notions of student assessment and how best to gauge the knowledge and skills that students learn in school. On this video, a panel of practitioners and experts discuss what is "good" assessment and how it can be incorporated into the average teacher's standard instructional repertoire. Besides hearing this expert commentary, viewers also travel to Verona, Wisconsin and Los Angeles, California to see, first-hand, practitioners who are working through some of the issues and challenges that come with alternative approaches to assessment. An in-studio, and call-in question and answer session follows these visits.

The video cassette runs approximately 60 minutes and comes with a guidebook which includes background and research about alternative assessment.

Contact:
North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300,
Oak Brook, IL 60521, 1-800-356-2735; $25.

1.5 Vision 2000: A Future for Small, Rural Schools

This publication discusses three central features of restructured schools: (1) consensus to develop a vision; (2) collaborative decision-making and planning; and (3) outcomes promoting life-long learning. The report is prepared on the premise that people can do much to control and create their future school and community.

Vision 2000: A Future for Small Rural Schools was prepared by the Northwest Regional Educational Laboratory's Rural Education Program in 1992 to focus on school improvement and planning issues facing small, rural school districts. The purpose of this report is to describe the characteristics, development, and implementation of a viable, practical vision for a rural school of the future. Although each rural school and its community is unique, there are common challenges with respect to school restructuring and improving student performance. The report provides a framework wherein the school can be proactive in creating a better destiny for the school and the community. This begins with the development of a common vision of what that better destiny could be.

The report should be of particular interest to state and local policymakers who influence groups (i.e., school districts, state education agencies, and higher education institutions) who are beginning a planning process.

Contact:

Northwest Regional Educational Laboratory, Rural Education Program,
101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339.

1.5 How Do Rural Schools Measure Up?

How Do Rural Schools Measure Up? addresses questions about the quality and conditions of education in rural schools. Its authors propose an assessment model that includes context, input, process, and outcome indicators that are likely to be associated with the health and performance of a rural district. According to this model, the authors observe, rural school children, as compared with children in other schools, perform at national norms on most components of the National Assessment of Educational Progress. In addition, rural school systems tend to devote more time to instructional tasks, have smaller classes, display higher expectations for student achievement, and exhibit a more supportive school climate. Negative results were found in the low fiscal capacity of the community and rural schools' lack of important instructional support resources.

The paper was authored by Robert Bhaerman, Richard Grove, John Sanders, E. Robert Stephens, and Joyce Stern, and was presented at the Research Forum of the Annual Conference of the National Rural Education Association in Traverse City, MI, October 9-19, 1992.

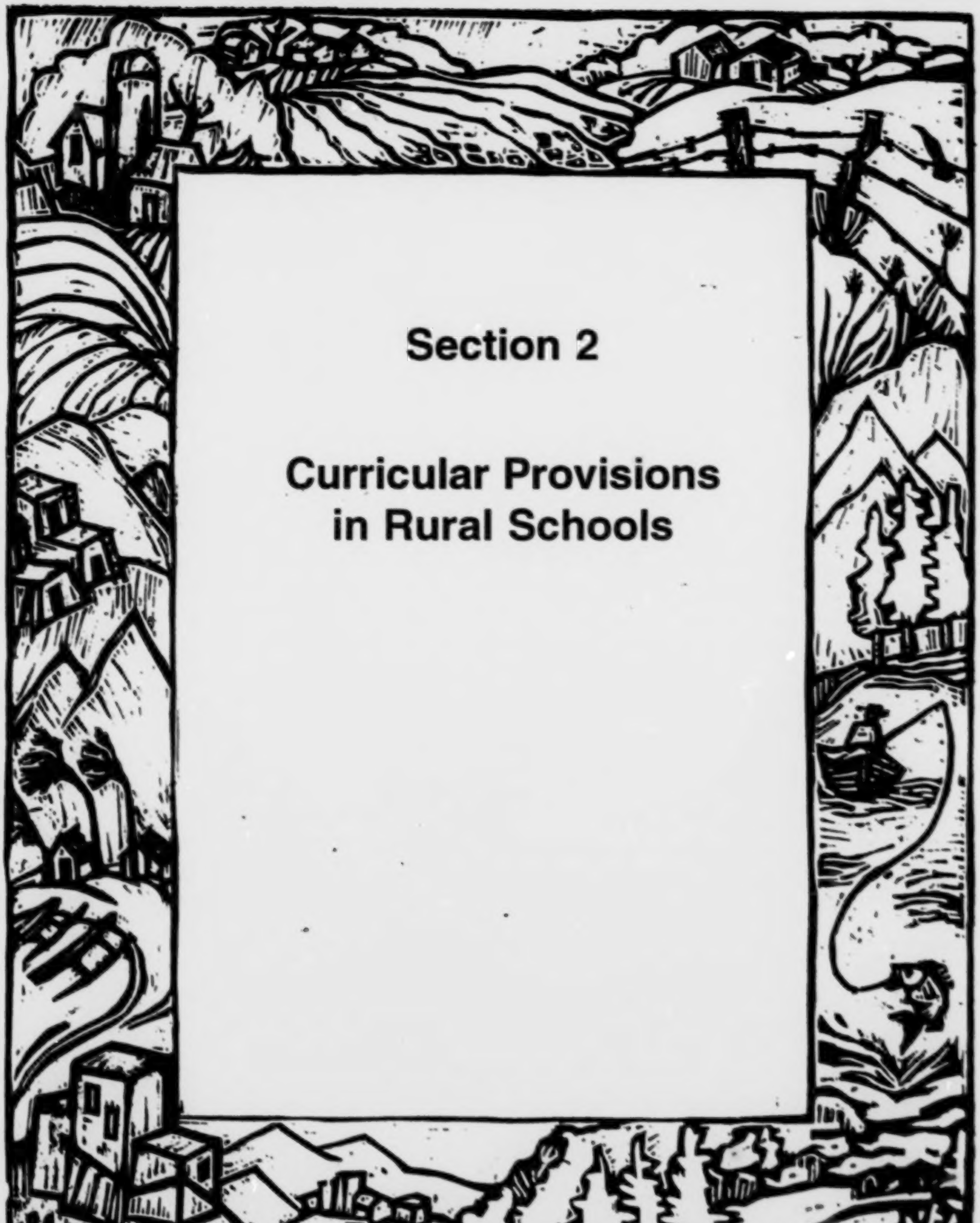
Contact:
Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

1.5 Hawaii State Commission on Performance Standards — Preliminary Report

The Hawaii State Commission on Performance Standards was created by the Hawaii State Legislature with a mandate to: (1) set the performance standards of achievement expected of students in all rural and urban public schools; (2) recommend the means to assess student attainment of the standards; and (3) develop a school-by-school implementation model. This preliminary report includes background on procedures, basic principles, terminology/definitions, general learner outcomes, and content and performance standards for grades K-12 language arts, mathematics, science, social studies, fine arts, and physical education; and recommendations for assessment of student performance. The implementation model will be included in the final report.

Contact:

Karen Aka, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.



Section 2

Curricular Provisions in Rural Schools

Curricular Provisions in Rural Schools

As the United States enters the 21st century, its schools must offer curricula that prepare youngsters to compete globally. This is the intent of the National Education Goals, particularly goals one through five. Staying "ahead of the curriculum curve" is a special challenge for small, rural schools historically hamstrung by their isolation, remoteness, and lack of financial and human resources.

Traditionally, schools in small, rural communities have had trouble maintaining curriculum programs with the depth and breadth to meet all their students' interests and needs. Compared to their suburban counterparts, rural schools often cannot offer the more specialized courses that the students need for high-level global competition: accelerated mathematics and science courses and beyond-the-mainstream languages such as Japanese or Russian. Sometimes rural schools can't even offer fundamental courses such as algebra or physics. There are many reasons for this. Among the most serious are the lack of staff trained in these subjects, combined with too few students to justify the expense of hiring specially trained staff; lack of convenient or relevant inservice opportunities for updating or retraining current staff (or staff slack time to take advantage of them); and lack of information about curricular innovations or instructional strategies, or information about opportunities to learn how to use them.

This dilemma is getting worse. As the world changes, new areas of curricular emphasis become important for "responsible citizenship, further learning, and productive employment." Yet rural schools often go without vital programs, such as early childhood education, school-to-work or vocational education, and art and music, or specialized programs for youngsters at-risk or in need of special help.

Out-of-date books and materials and inadequate facilities—such as science laboratories and auto shops built to reflect 21st century needs—are two other typical problems that affect curricula in rural schools. Still another is the scarcity of culturally relevant materials for the many ethnic groups that attend these schools. To some degree, these problems spring from a lack of money. In the case of materials and books, however, sometimes a lack of staff information about what is up to date comes into play. In still others, the education professional and state policy structures have not encouraged the development of more locally relevant programs. The net result is that rural schools, which have always struggled to maintain high standards and provide challenging curriculum, risk becoming even weaker.

School personnel can, however, offer a broad and deep curriculum that meets the needs of their students. The following R&D resources are intended to help. They include guides, programs, services, publications, and products designed to assist rural educators as they meet the curricular challenge of providing more appropriate and diverse programs for their students and communities.

2.1 Strengthening Science Outreach Programs for Rural Elementary Schools: A Manual for Museum Staffs

This is a step-by-step guide to establishing a rural science outreach and education program. It is written for staff from natural history museums; science and technology centers and museums; children's museums and discovery centers; and nature centers, zoos, aquariums, and other science-related programs with outreach and education missions. This manual should be helpful whether a museum or center already addresses rural audiences or whether it is just now expanding its outreach activities.

The approaches described in this document are based on the experiences of the New Mexico Rural Science Education Project (NMRSEP). NMRSEP focuses specifically on rural elementary schools and on earth and life sciences (i.e., geology, paleontology, zoology, and botany). That focus is reflected in the procedures and sample materials included in the manual. Much of NMRSEP's experience is applicable to other educational levels; to other areas of science, from archaeology to the physical sciences; and even to suburban or urban environments.

A companion document entitled *Using Partnerships to Strengthen Elementary Science Education: A Guide for Rural Administrators*, written for rural school administrators and others providing training and other services to rural districts, is also available.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St.,
Austin, TX 78701-3281; $19.

2.1 Using Partnerships to Strengthen Elementary Science Education: A Guide for Rural Administrators

Using Partnerships to Strengthen Elementary Science Education: A Guide for Rural Administrators is written primarily for superintendents and principals who must make the final decisions about instructional approaches, resources, and relationships. It can also be used by teachers, curriculum supervisors, staff developers, and others interested in improving rural elementary science education.

The material in this document offers a structure and guidelines through which the rural principal or superintendent can provide leadership in developing science partnership programs. It includes both general information and specific examples related to instructional approaches, strategies for recruiting and working with partners, and ways to assess and support partnership activities. The guidebook emphasizes the need for:

- Active administrative leadership and support
- Strong teacher involvement in planning as well as implementing partnership activities
- A planning process that places specific partnership activities within the larger context of the school's goals for science improvement

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $10.

2.1 Pacific Education Updates

Pacific Education Updates is a four-page quarterly publication of the Pacific Region Educational Laboratory written for a broad audience of individuals concerned with education in the Pacific. This, by definition, includes a large proportion of rural citizens. More than 2,800 copies are distributed. The largest block of readers are K-12 public and private school principals. *Updates* also reaches state- and district-level educational administrators, policymakers in the region and nation, people in higher education, service providers, PREL leadership team members, and others. The content emphasizes activities of the laboratory and other instructional and curricular information of special interest to Pacific educators. Photographs give a "face" to PREL's work and create interest in the region.

Contact:
PREL Resource Center, Pacific Region Educational Laboratory,
828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000;
fax: 808/533-7599.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

2.1 Cooperative Learning in Rural and Small Schools – Information Packet #10

This compilation of articles helps rural schools think about and adopt cooperative learning. The packet is divided into four sections. The first section summarizes the concept of cooperative learning and the issues involved in its adoption. The second section is more strategic and focused on the classroom. It provides examples of how team strategies and cooperative learning can be used in preschool through secondary levels. Section three looks at evaluation and public relations. Section four provides information on additional resources of particular interest to educators in rural and small schools.

Contact:
Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; Order No. 9080-RP; $18.

2.1 FWL Native Education Initiative

California and Arizona, two of the four states in Far West Laboratory's (FWL) region, have the second and third highest number of Native Peoples in the nation. Resources supporting Native education in the region are few and often fragmented.

The laboratory is assuming a networking function among resource agencies in the region. It has convened a regional conference on "culturally responsive pedagogy for native students." In 1994 FWL published a *Directory of Native Education Resources in the Far West Region*. The directory includes annotated entries of federally recognized tribes; American Indian centers; state government agencies, postsecondary institutions; public schools; and other educational resources in Arizona, California, Nevada, and Utah providing services to Native Peoples.

Contact:

Elise Trumbull Estrin, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000; $12.

2.2 Pacific Standards for Excellence in Science – Draft Version

This draft document reflects the efforts of the Pacific Mathematics and Science Regional Consortium, through the regional Science Leadership Team, to develop standards for excellence in science that reflect the unique nature of this highly rural, isolated, and multi-cultural region. The content standards document is intended to provide a broad framework to guide reform in science education in the next decade. It provides a vision of what the science curriculum should include in content priority and emphasis for elementary and secondary education. Pacific science standards are described in the following 13 dimensions:

- Science as Inquiry
- Habits of Mind
- Scientific Connections
- The Nature of Technology
- Technology and Society: The Designed World
- Matter: Its Structure and Changes
- Energy
- Motion and Force
- Planet Earth: Oceans and Land
- The Universe
- The Living Environment
- The Human Organism
- Human Society

Contact:

Pacific Mathematics and Science Regional Consortium, Pacific Regional Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.2 Pacific Standards for Excellence in Mathematics – Draft Version

Rapid growth within almost every aspect of society demands that the Pacific child be more competent now than ever before. *Pacific Standards for Excellence In Mathematics* provides a vision of what constitutes appropriate school mathematics today and in years to come. Because of the highly rural and isolated character of Pacific schools, the standards start with the assumption that there is fair access to mathematics for every student. The Pacific standards have been developed by the Pacific Mathematics Leadership Team and are an adaptation from the National Council of Teachers of Mathematics *Curriculum and Evaluation Standards for School Mathematics*. They represent a shift away from the regular routine work of drill and skills to higher-order thinking skills. They outline appropriate topics and foci for three grade clusters: K-4, 5-8, and 9-12. Specific instructional activities are also included to guide educators and parents through curricular change. These activities give flavor to the standards and provide an important Pacific context.

Contact:
Pacific Mathematics and Science Regional Consortium, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.2 Ahead of the Curve (September 1989)

Ahead of the Curve describes six programs, implemented in rural school districts, that have focused on improved student achievement. These six programs, which are in the Southwest Educational Development Laboratory's region, have been implemented to improve student achievement in one or more of the following areas: reading, writing, thinking, partnerships, and technology. Programs and approaches implemented in these rural school districts include School-Within-A-School, Telelearning, Whole Language, School and Community Partnerships, and Communication Courses.

The paper describes both the ways various school districts have implemented the programs in order to influence academic achievement, and indicators of change regarding the innovations implemented in the school districts.

The sites highlighted in the paper are Springdale, Arkansas; Natchitoches, Louisiana; Tohatchi, New Mexico; Farmington, New Mexico; Okemah, Oklahoma; and Corpus Christi, Texas.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St.,
Austin, TX 78701-3281, 512/476-6861; free.

2.2 Schools That Work: The Research Advantage, Program #1, Children as Strategic Readers

The *Schools That Work* video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics that have broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

Program One in the ***Schools That Work*** video series, **"Children as Strategic Readers,"** introduces a new view of reading; one that begins with the premise that individuals *construct* meaning from what they read by making inferences and interpretations that involve not only from the reading but also from their prior knowledge, their experiences, and the learning context. In other words, meaning does not exist in the words on a page, but in what the reader makes of them. On this video, a panel of experts and practitioners discuss and explain the principles of this new approach to reading and its classroom application called *"strategic reading."* In addition, viewers are taken into two school systems–the Redwood Falls Public Schools and the Harlem Public Schools–where this new approach to reading is being implemented, to observe how innovative teachers are conducting it An in-studio and call-in question and answer session follows.

The videocassette runs approximately 60 minutes and comes with a guidebook that includes background and research about interagency collaboration.

Contact:

North Central Regional Educational Laboratory, Rural Education Program,
1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735; $25.

2.2 Schools That Work: The Research Advantage, Program #2, Children as Problem Solvers

The ***Schools That Work*** video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics which have a broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

In Program Two of this video series, ***"Children as Problem Solvers"***, viewers are introduced to the importance of understanding as a keystone of mathematics learning. A panel of experts and practitioners describe the nature and function of understanding, or the process of forming connections among facts, procedures, concepts, and principles, and how it is a crucial ingredient of mathematical learning. To lend concreteness to these descriptions, several instructional applications are demonstrated when viewers visit classrooms in Cottage Grove, Wisconsin, Chicago, Illinois, and Boston, Massachusetts. An in-studio, and phone-in question and answer segment also is included.

The video cassette runs approximately 60 minutes and comes with a guidebook which includes background and research about mathematics education.

Contact:
North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $25.

2.2 Schools That Work: The Research Advantage, Program #3 Children as Explorers

The ***Schools That Work*** video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics which have a broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

Program Three of the **Schools That Work** video series, entitled ***"Children as Explorers,"*** seeks to shed light on the question, ***"How can educators turn kids on to science?"*** One answer that emerges from a lively discussion among a panel of experts and practitioners is to model science instruction on the scientific method itself; that is, encourage students to develop hypotheses and theories and to test them — in their own way, but with guidance. Beside letting them eavesdrop on this panel, ***Children as Explorers*** brings viewers into two schools where this approach is being implemented. The first is Holt High School in Michigan and the other is Anson Jones Middle School in Texas. An in-studio and phone-in question and answer segment completes this video presentation.

The video cassette runs approximately 60 minutes and comes with a guidebook which includes background and research about science education.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $25.00.

2.2 Rural Audio Journal Vol. 1, No. 1, School-Based Enterprise Expanding the Walls of the School to Prepare Students for Real Life

The **Rural Audio Journals** are a series of magazines on audio cassettes which tell stories of innovation, resiliency, and creativity in rural schools and communities using interviews, expert opinion, and commentary.

This edition of the **Rural Audio Journal** is about school-based enterprises in rural schools. It takes the listener to Rothsay, Minnesota where students from the high school have set up and are running two businesses as part of their education. Although the school district is a strong partner in their enterprise, which they call *Tiger, Incorporated,* these students are solely responsible for all aspects of these businesses from inventory control to bank loans and insurance. On this program, teachers, administrators, members of the local community, and the student entrepreneurs themselves describe how they got started, what are the educational and community development benefits, and most importantly, how their enterprise leads to a better future for these youngsters.

This edition of the **Rural Audio Journal** runs approximately one hour.

Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $5.50.

2.2 Rural Audio Journal Vol. 2, No. 2, From Brook Learning to Book Learning: Developing the Gifts and Talents of Rural Students

The **Rural Audio Journals** are a series of magazines on audio cassettes which tell stories of innovation, resiliency, and creativity in rural schools and communities using interviews, expert opinion, and commentary.

This edition of the **Rural Audio Journal** tells the story of how two, very poor, very rural school districts in southern Indiana have redefined and restructured their approach to "gifted and talented" instruction to make it less reliant on conventional, in-classroom activities. Based on the premise that all students have unique talents and gifts that deserve to be nurtured, this approach stresses the use of children's prior knowledge and out-of-school interests as essential building blocks for more formal educational experiences. On this program, teachers and administrators describe the approach and parents and students tell about the positive affects it has demonstrated. In addition, experts in the field offer their insights and opinions.

This edition of the **Rural Audio Journal** runs approximately one hour.

Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $5.50.

2.2 Rural Audio Journal, Vol. 2, No. 3, From School to Work —And Back Again Apprenticeships for Rural Students

The **Rural Audio Journals** are a series of magazines on audio cassettes which tell stories of innovation, resiliency, and creativity in rural schools and communities using interviews, expert opinion, and commentary.

In this edition of the **Rural Audio Journal** listeners visit two communities in Wisconsin, Appleton, and Whitehall, to hear students, teachers, and mentors describe one of our nation's premier youth apprenticeship programs. In this program, the state department of education, the local schools, and the business community join forces to provide youngsters with practical, as well as educational, experiences that teach them the skills and knowledge they will need to enter and advance in productive careers in banking, printing, and other growing industries. And by linking these experiences to paying jobs, these partners have motivated their students to excel both in school and in the workplace.

This edition of the **Rural Audio Journal** runs approximately one hour.

Contact:
Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $5.50.

2.3 Problem-Centered Learning in Mathematics and Science

This handbook describes new approaches to teaching math and science that encourage students to collaborate in small groups to solve problems. It also explains how teachers can reduce lecturing and rote-learning practices and facilitate student discussion and negotiation of problems in math and science. It provides sample lessons, examples, and contacts specific to rural schools.

Contact:
NEFEC/SERVE, Route 1, PO Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.

2.3 Young Children and Education in the Pacific: A Look at the Research

The Pacific region is home to many culturally and linguistically diverse children living in small, rural, isolated areas. For centuries, the growth, development, and education of island children have been the responsibility of the home and community. However, formal, Western-style institutionalized educational systems are now challenged to build on the strengths of these home-community efforts. This paper discusses the research on providing a smooth transition from home to school and especially on the need for educational institutions to adopt characteristics of the culture-rich home learning environment. It explores cultural differences in school readiness and presents research findings on how to modify the school to match ways students learn. In conclusion, the paper cites current research being conducted by the Pacific Region Educational Laboratory to assist in providing culturally appropriate school environments.

Contact:

PREL Resource Center, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.3 Impressive Practices

Impressive Practices is a publication of promising learning practices and activities in Pacific schools and classrooms. It is written for and by practitioners and includes ideas, practices, answers, and novelties that are "home grown" products of Pacific educators. *Impressive Practices* is a product of the Pacific Region Effective and Successful Schools (PRESS) team of trainers (see entry 3.1). It includes:

- Getting Started: Consensus building in a Guam elementary school
- Lock-Out Program: Tardiness deterrent program in a Guam High School
- Encouraging Children To Read: American Samoa elementary school effort
- Establishing a Tutorial Program: Military volunteers in Guam
- Estimation With Coconuts: 1st grade project in Guam

Contact:
PREL Resource Center, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.3 Thinking Skills, Grades 7-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2

This volume, produced by The Regional Laboratory for Educational Improvement of the Northeast and Islands, features nine outstanding secondary teachers from seven rural and small schools in Connecticut, Maine, Massachusetts, New York, and Vermont. All of these educators, recognized as Lab Fellows by a selection committee, teach thinking and reasoning skills as a focal point of their program. In this report, each teacher discusses philosophy, course rationale, and teaching techniques. An overview of common attributes is included as well.

Contact:
Available through ERIC\CRESS (ED 317 265).

2.3 The Strategic Teaching and Reading Project

The Strategic Teaching/Reading Project is a combined staff development and instructional intervention initiative. The classroom intervention is "strategic reading," an approach to language arts instruction based on the premise that "good" readers construct meaning by making inferences and interpretations based not only on what they read but also on their own prior knowledge and experience. The staff development component is called "evolutionary" because it stresses professional growth and capacity-building over time and rests on the skills, expertise, and talents of a local leadership team rather than on the intervention of an external agent or consultant.

The Strategic Teaching/Reading Project consists of materials (a handbook, audiotapes, and videotapes), at-a-distance technical assistance (participation in a wide area computer network and audio seminars), and, occasionally, site visits, all designed to help school staff learn the research-based teaching and staff development strategies that compose the project. The project has been approved by the U.S. Department of Education Program Effectiveness Panel and is available through the National Diffusion Network.

Project materials contain everything a school needs to plan and carry out the project and cost $499. This price includes a subscription to the wide area computer network along with 10 hours of use. The audio seminars cost $15 for a connection and $10 per participant. On-site technical assistance is tailored to individual school and district needs.

Contact:
Ernestine Riggs, Professional Development, North Central Regional Educational Laboratory, 1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735.

2.3 Rural Audio Journal, Vol. 1, No. 2, An Old New Wave in Reading Instruction: Feeding Students' Desire to Read

The *Rural Audio Journals* are a series of magazines on audiocassettes that tell stories of innovation, resiliency, and creativity in rural schools and communities. They feature interviews, expert opinion, and commentary.

This edition of the *Rural Audio Journal* focuses on two schools involved in what many think of as a new wave in reading instruction. This new wave includes whole language, thematic instruction, language experience, and strategic reading. Although these innovative approaches are capturing the imagination of many rural educators, most are really based on a one-room schoolhouse philosophy. According to this philosophy, education should be personally meaningful and schools should be nurturing environments. On this audiotape, teachers and administrators tell how they are integrating these new/old approaches into their reading programs, and wrestling with the challenges of reading instruction while developing successful, motivated readers.

This edition of the *Rural Audio Journal* runs approximately one hour.

Contact:
North Central Regional Educational Laboratory, Publications Department,
1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735; $2.95 per tape.

2.3 Rural Audio Journal, Vol. 2, No. 1, The Delta Project: From Experience to Algebra

Rural Audio Journals are a series of magazines on audiocassettes that tell stories of innovation, resiliency, and creativity in rural schools and communities. They feature interviews, expert opinion, and commentary.

On this edition of the *Rural Audio Journal*, listeners visit the Mississippi Delta, one of the poorest, most rural sections of the United States, to hear how a dedicated group of educators who see algebra as a basic skill and basic right for all students are carrying out the Algebra Project. Based on constructivist learning, which emphasizes the role of personal experience and meaning in the development of mathematical literacy, the Delta Algebra Project seeks to ensure that even the most disadvantaged rural student gets a chance to learn algebra. On this audiotape, Delta Project teachers and administrators describe the program and explain how its student-centered, concrete approach has paid off for many of Mississippi's rural youngsters.

This edition of the *Rural Audio Journal* runs approximately one hour.

Contact:
North Central Regional Educational Laboratory, Publications Department,
1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735; $2.95 per tape.

2.4 Country Stars: Promising Practices for Rural At-Risk Students in the Southwestern Region

This resource directory describes promising practices for serving at-risk students in rural, small schools. The directory is updated annually and is featured at annual conferences to promote networking among rural educators and policymakers.

The promising practices in this directory were identified by searching the professional literature on programs for at-risk youth and by contacting organizations and agencies serving each of the states in the Southwestern region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). With regard to size, promising practices were identified in districts of 1,500 students or less. Some of the promising practices, however, are in districts that exceed 1,500 students, primarily in Louisiana. In such instances, individual school size or community characteristics were considered rather than overall enrollment.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $9.50.

2.4 Integrating Mathematics, Science and Language Arts, Volume I and II

Integrating Mathematics, Science and Language Arts is a curriculum and resource guide to supplement existing teaching materials for use with students K-3, particularly limited-English-proficient Hispanic children.

The guide consists of two volumes of integrated units for grades K-3. Grade K units include Five Senses, Spiders, and Dinosaurs, while Grade 1 units discuss Plants and Seeds, the Human Body, and Good Health. Grade 2 units cover Oceans and Weather, Sun and Stars, and Grade 3 units consist of Matter, Sound, and Simple Machines.

The guide features:

- Teacher background information in English and Spanish
- Recommended student prerequisites for each unit
- Key vocabulary items in both Spanish and English
- An objectives grid for each unit
- Examples of oral, written, and product assessments

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $25 per volume.

2.4 Rural Thinking Skills Catalog

As rural communities strive to develop jobs that will revitalize their economies, one thing is clear: employers increasingly need people who can think! Research for Better Schools is the lead educational laboratory for the U.S. Department of Education's national project on thinking skills. The *Rural Thinking Skills Catalog*, which is produced by the lab, helps rural educators locate materials to assist them in effectively teaching thinking skills to their students. It outlines a broad range of commercially available materials in a format designed to make easy the review and selection of those materials.

The catalog offers 248 resources, with an alphabetical listing of all entries. Each entry includes the title, developer, type of material, purpose or use, types and descriptions of thinking skills taught, publisher, cost and order number, and appropriate grade level. Entries are color-coded by curriculum area and include interdisciplinary codings.

Contact:
Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

2.4 Rural Small School Information Exchange Packets (RSSX)

The *Rural Small School Information Exchange (RSSX) Packets* are designed to provide rural teachers and administrators with information to enhance educational programs and practices in their schools. Each packet is aimed directly at the needs of rural educators and each has a specific theme, generally focusing on a particular curricular area (e.g., gifted education). Packets contain a wide variety of materials including lists of resource contacts in the region, papers on the theme topic developed by Research for Better Schools, professional associations or other organizations, and lists of related materials available from ERIC Clearinghouses.

Contact:
Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

2.4 Reducing School Violence

Rural schools are becoming increasingly vulnerable to the rising levels of violence and fear in the classroom. Although they are not exempt from the impact of state legislation in this area, they often lack the resources and support that are available to their urban counterparts.

This publication offers the best information available on how to handle a violent school crisis and how to implement long-term strategies to prevent school violence. Hundreds of strategies are given under such areas as stopping a fight; dealing with an armed intruder; working with the media during a crisis; finding alternatives to suspension and expulsion; working with law enforcement; and involving parents, students, and the community in antiviolence efforts. Many examples are offered from schools with exemplary violence prevention programs.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.00.

2.4 Voyages in Mathematics and Science

Voyages in Mathematics and Science is published by the Mathematics/Science Project Team of the Pacific Region Educational Laboratory and highlights successful mathematics and science programs or practices, activities, games, and puzzles. The contents are largely directed toward the classroom teacher and include a wide variety of activities drawn from Pacific and international educators. *Voyages* also provides periodic updates on the activities of the Pacific Mathematics and Science Regional Consortium.

Contact:

Pacific Mathematics and Science Regional Consortium, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.4 Promising Rural Programs and Practices: A Sourcebook for Rural Educators

Much of the success of rural education lies in the creative, resourceful, and effective school programs and practices teachers, administrators, and communities develop. *Promising Programs and Practices: A Sourcebook for Rural Educators*, by BethAnn Berliner, briefly describes the who, what, where, when, why, and how of rural programs that work. Entries were nominated by rural superintendents, principals, and teachers in Far West Laboratory's region. Entries are organized around the following topics: Innovative Instruction, Curriculum Development, Using Technology, Students At Risk, Special Education, School Improvement, and Resources and Resource Agencies.

By sharing information, rural educators can learn from one another, enriching themselves professionally and expanding educational opportunities for children.

Contact:
Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000; $8.

2.5 Assessment in Context: Conceptualizing the Role of Assessment in Classroom Instruction and School Improvement—1993 PREL Institute

This publication includes the presenters' abstracts and biographical statements for all sessions conducted during the Assessment in Context Conference. The conference sessions focused on the following assessment topics:

- Awareness of issues and trends in assessment in the nation and the Pacific region.
- Clarification of assessment terminology, types, purposes, and general concepts.
- Alignment between assessment and classroom instruction.
- Skills needed to develop a variety of assessment tools, evaluate and interpret results, and use of results in a variety of situations.
- Awareness of the role of assessment in school improvement and system change.

Contact:

Luafata Simanu-Klutz, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.5 A Tracer Study of Product Dissemination and Use

The Pacific Region Educational Laboratory provides external evaluation services to the Native Hawaiian Drug Free School and Communities Program. One of the tasks was to conduct a tracer study of program products that were disseminated to schools and agencies in Hawaii. Many of the schools receiving drug prevention materials are in rural homestead areas. A tracer study can be viewed as a special kind of case study of a product that provides detailed data about a product's dissemination and use. Another feature of this methodology is that it incorporates an assessment technique that creates a chain of users. Links in this chain are the different user-audiences, each having some knowledge of a given product or firsthand experience in using that product, or both. A third use of the tracer study is to tap product users' perceptions of the cultural appropriateness of the materials that had been developed specifically for Native Hawaiian children and adults.

This study describes the tracer study design and methodology for the assessment, includes a review of the research on product dissemination, presents the results of interviews with the three levels of respondents, and draws conclusions derived from the data.

Contact:

James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.5 Developing and Evaluating Culturally Sensitive Drug Prevention Services and Products in a Multi-Cultural World

The primary purpose of the Native Hawaiian Drug Free Schools and Communities Program is to develop and disseminate substance prevention and educational activities and materials appropriate for Native Hawaiians, specifically students in grades K-12. The large majority of these children attend public rural schools in Hawaiian homestead areas. However, these schools also teach children from many other cultures and ethnicities. It is clear that evaluating the effectiveness of programs and products targeted for Native Hawaiian children in schools and communities that are extremely culturally diverse raises some unique evaluation questions such as: How does one evaluate the cultural sensitivity of prevention practices and products? How does one know that prevention practices and products used in a multicultural setting are indeed sensitive and appropriate–and for whom? What evaluation constructs and procedures are necessary in building an evaluation model for such a prevention effort?

The Pacific Region Educational Laboratory has been attending to these questions and work-in-progress is producing an evaluation model, procedures, instrumentation, and some results. The theory, constructs, and processes are subject matter independent and may well serve any instructional processes and products in rural schools.

Contact:
James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.5 Assessment

Traditionally, student assessment, both for accountability and teacher class use, has depended on paper-and-pencil tests that make minimal demands on students. As educational goals are changing from passive knowing toward application of knowledge (problem solving, communication), there has emerged a need for new kinds of assessment methods (portfolios, exhibitions, performance tests) that ask more of students.

A guide, *How to Assess Student Performance in Science: Going Beyond Multiple-Choice Tests* has been distributed to science or curriculum specialists or administrators in all school districts in the Southeast, the majority of which are rural.

A program is under way to develop a database of resources in alternative assessment in math and science. This is available on disk (information on this program was also distributed to all science/curriculum supervisors in the Southeast). Districts that order this database will have access to many contacts for alternative assessment in the areas of interest (e.g., primary science).

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.00.

2.5 Rural Student Portfolio Project

How can rural school teachers acquire hands-on experiences in designing and implementing alternative assessments–assessments that are tied to instruction and call for student exhibition or production of knowledge?

Far West Laboratory's (FWL) Student Portfolio Project aims to improve teaching practices through improved methods of student assessment. FWL provides yearlong staff development for rural teachers to develop performance standards, design performance-based instructional activities, and use portfolios for assessing student progress.

The project is an outgrowth of our work in several school districts in the region, in particular in the rural districts of Chinle, Arizona, and Carson City, Nevada. However, materials and staff development processes can be tailored to individual districts and their needs.

Contact:
Stanley Chow, Rural Schools Assistance Program, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000. Scope of work and cost are negotiable.

FarWest
LABORATORY

2.5 Helping to Implement Alternative Assessments in Rural Schools

How can rural staff develop the expertise to implement alternative assessments? Rural schools generally do not have the necessary depth in staff expertise to comply with state mandates to implement alternatives to the norm-referenced test. After working collaboratively for several years with the Arizona Department of Education (ADE), Far West Laboratory (FWL) has developed resources that assist rural and other schools in examining issues in implementing performance-based assessments.

In particular, FWL's Rural Schools Assistance Program has prepared sections of a handbook to help school districts implement the Arizona Student Assessment Program (ASAP), provided training to ADE staff liaisons assigned to rural districts, and worked extensively with a number of rural school districts in reviewing their plans to implement ASAP. As a result, the program has developed two *Knowledge Briefs* on assessment and has developed a case study of a rural district's efforts (Pine-Strawberry, Arizona) in implementing ASAP. The *Knowledge Briefs* are *Using Portfolios to Assess Student Performance* by Joan McRobbie ($3) and *Alternative Assessment: Issues in Language, Culture, and Equity* by Elise Trumbull Estrin ($3). The case study document is entitled *A Case Study of Assessment Reform in Arizona, Pine Strawberry School District, Pine, Arizona* and written by Elise Trumbull Estrin.

Contact:
Elise Trumbull Estrin or Stanley Chow, Rural Schools Assistance Program, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

PUBLICATION

2.5 Science and Math Assessment, Grades K-8, Rural and Small Schools. Outstanding Teaching Practices Series, Volume 6

This booklet highlights the process that five teachers from four rural and small schools in Maine, New York, and Vermont used to make assessment work better in math and science. They have incorporated assessment techniques throughout the teaching process, not just after instruction. They observe and assess how students are learning, not just checking to see whether students have memorized specific facts. Each section contains a statement of philosophy, program description, classroom activities, and evidence of impact on the learning of students.

Contact:

Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; free.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

2.5 Assessment in Rural and Small Schools–Information Packet #12

This compilation of articles helps rural and small schools think about and adopt assessment practices that meet their needs. There are five sections: (1) an overview of concepts and issues surrounding authentic assessment; (2) assessment at the classroom and subject area levels; (3) assessment at the broader, programmatic level; (4) assessment of school boards and staff members; and (5) additional resources.

Contact:
Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; Order No. 9091-RP; $15.00

2.6 Multilevel Grouping, Grades 6-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 3

Six teachers from different rural and small schools in Connecticut, Massachusetts, New York, and Vermont share ideas and strategies that have worked for them in creating multilevel groups within their classes. Many already actively disseminate their innovative practices with colleagues. They offer their approaches as fodder for reflecting on the needs of our children, schools, and society in the 21st century. Each contains a statement of philosophy, program description, classroom activities, and a sense of the impact on students.

Contact:
Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; free.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

2.6 Multilevel Grouping, Grades Preschool-5, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 4.

This booklet features the programs of nine rural teachers from five schools in Maine, Massachusetts, New York, and Vermont who share their ideas and strategies in creating multilevel groups within their classrooms. These educators offer their approaches as fodder for discussion and as points of departure for reflecting on the needs of our children, schools, and society in the 21st century. Included are a statement of philosophy, program description, sample classroom activities, and evidence of impact.

Contact:
Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone square, Suite 950, Andover, MA 01810; free.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

PUBLICATION

2.6 Teachers as Researchers, Grades K-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 5

Fourteen teachers from five rural schools in Maine, New York, and Vermont share the work they have done individually or in teams to create a portfolio of their successful practices as researchers. The ideas they present range from new ways to present complex geography to 10-year-olds to successful ways for adolescents to learn parenting skills. These teachers have researched new ideas, examined old ones, and created unique solutions for the students in their classrooms. Each section contains a statement of philosophy, program description, class activities, and evidence of impact on student learning.

Contact:
Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; free.

2.6 Curriculum Renewal: What Is Involved for Small, Rural Schools? (Handbook One)

State education agencies are becoming more active in curriculum issues, with new standards guiding local resources, practices, and learning outcomes. This handbook contains specific activities and suggestions designed to assist small, rural school districts in identifying local resources for determining their readiness and capacity for curriculum renewal. The handbook is organized into six sections: (1) state curriculum frameworks to promote reform, (2) local policies and incentives for educational improvement, (3) research information on quality practices, (4) commitment to systematic improvement, (5) local needs data and desired outcomes, and (6) long-term plans and procedures for curriculum renewal. The document contains worksheets to assist local districts to identify local needs and resources. The intended audience is local school boards of directors, administrators, teachers, and community members.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $5.65.

2.6 The Use of Consortia to Engage in Curriculum Renewal (Handbook Two)

This handbook reports on the use of consortia-appointed curriculum directors for meeting small, rural school districts' curriculum renewal needs. Limited resources in rural schools often hinder curriculum renewal efforts. Several districts with similar needs may join together and collectively hire a curriculum director or consultant. The consortia-hired directors are hired to produce curriculum products, meet state standards, reduce teacher isolation, and provide professional development. This handbook is based on interviews with individuals involved with consortia in five Pacific Northwest case study sites.

The interviews revealed several factors school district personnel considered essential to the successful operation of consortia. These include a sense of purpose among members, strong leadership within the member districts, and a reasonable level of compatibility among the member districts. Descriptions of several consortia are provided as well as key curriculum director skills and strategies. Also included are staff comments and recommendations to other districts considering this model. The intended audience is school board members, school district administrators, and teachers.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $7.25.

2.6 The Use of Peer-Based Support in Rural Settings to Effect Curriculum Renewal (Handbook Three)

Teachers' professional networks are a powerful and inexpensive way for teachers and school districts to meet their curriculum renewal needs. This handbook is based on interviews with school practitioners involved with professional networks in five Pacific Northwest sites. It reports that teacher networks are particularly effective in five areas of curriculum renewal:
(1) allowing for local input and ownership, (2) developing materials and approaches with high classroom utility, (3) meeting new state curriculum standards, (4) keeping members current with the latest curriculum and instructional developments, and (5) providing vital follow-up and support for new innovations they employ in their classrooms.

The interviews revealed that several operational factors are responsible for networks' effectiveness in curriculum renewal: (1) teachers clearly make all of the major decisions; (2) each network has an excellent communications system that efficiently engages teachers within and across districts; (3) teachers are encouraged to join new collaborative communities, which sustains their continuing professionalization; and (4) teachers direct and organize the networks to meet their curriculum renewal needs.

The handbook will assist those rural educators seeking either more information about the efficacy of professional teacher networks or looking to join networks for their own professional development.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $7.25.

2.6 Riding the Wind: Rural Leadership in Science and Mathematics Education

This report recognizes and celebrates the professional accomplishments of veteran secondary mathematics and science teachers in very small rural schools across the Northwest. It is organized around a series of lessons learned by the teachers and their teacher education counterparts from participating universities in a three-year national Eisenhower mathematics and science educational improvement program. These lessons include the challenges and rewards of teaching in a very small, rural school; the need for strengthening ties between rural schools and teacher education institutions; the value of teacher, community, and student mentorships; country-style curriculum reform; expanding instructional strategies; using the community as the classroom; and,sustaining leadership roles in rural places.

The report is intended to inspire rural educators of all kinds–teachers, administrators, teacher educators, and others–to reaffirm their commitment to quality education in very small rural settings.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $11.95.

2.6 Improving Compensatory and Remedial Education Programs Through Collaborative Research and Development

The SouthEastern Regional Vision for Education sponsored an R&D project in South Carolina to improve services for students in compensatory and remedial programs. The University of South Carolina Educational Policy Center worked with 12 schools, the majority of them rural with significant disadvantaged student populations, to develop a planning process leading toward a schoolwide action plan to improve compensatory programs. These experiences are now being used to develop a facilitator's guide for rural schools that want to rethink their approach to compensatory services.

Contact:

Wendy McColskey, SERVE, PO Box 5367, Greensboro, NC 27435-5367,
910/334-3211 or 800/755-3277.

2.6 Algebra Project

The National Algebra Project ensures the full and powerful participation in college-preparatory track mathematics of students from historically under-represented groups. Specifically, the collaborative targets two interrelated goals: (1) to organize a mathematics literacy effort designed to train teachers to deliver high-quality middle-school mathematics instruction in poor inner-city and rural areas with predominantly minority populations, and (2) to put in place a set of self-sustaining support networks to ensure that the project will produce long-term results for students, schools, and communities.

Support for the Algebra Project lies in the realm of training, electronic networking, and management consultation. SouthEastern Regional Vision for Education provides funding for trainer and teacher training to facilitate the project in schools in Mississippi, Alabama, and South Carolina. Support is also provided for the institutionalization of the project in the Mississippi Delta by facilitating the training of five implementation specialists who will be certified as Algebra Project trainers.

Contact:
Eugene Sikora, SERVE, Delta State University, PO Box 3183, Cleveland, MS 38733, 601/846-4384 or 800/326-4548.

2.6 Sharing Success in the Southeast: Mathematics and Science Education

Rural schools often have limited access to funds, resources, or information in general. Providing examples of low-cost/no cost programs that are easily transferable encourages adoption of effective programs and practices.

This document describes exemplary programs in mathematics and science education, suggests implementation strategies, and lists contact personnel from 54 school district programs in the SouthEastern Regional Vision for Education region. Many of the examples cited are from rural school districts. One example from a rural school in Mississippi is TACO (Take A Class Outdoors), an outdoor exploration program that uses nature to enhance classroom learning.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; single copies free.

2.6 Reengineering High Schools for Student Success

This publication is designed to help high school administrators and teachers make their schools and instruction more relevant and interesting for students. It provides many examples of dropout prevention programs, innovative and successful strategies for school-to-work transition, alternative routes to graduation, vocational education, and internships/apprenticeships. While the information presented is relevant for all schools considering or undergoing restructuring, many of the examples and strategies are from rural contexts and address issues that are often unique to rural schools. A list of resources and contacts is provided.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.

2.6 Pacific Vocational Education Improvement Program

The Pacific Region Educational Laboratory was designated as a federal grant recipient for vocational education monies and directed to make subgrants for vocational education and training in all the Pacific jurisdictions except for the state of Hawaii. The Pacific Vocational Education Improvement Program is specifically designed to improve the quality of secondary vocational education programs, strengthen the effectiveness of secondary vocational education teachers, and strengthen the coordination and articulation of secondary vocational education programs with other agencies and employers in the various communities. Each of the nine entities receiving funding are highly rural and have unique needs that are addressed in their program applications. The program is in the second year of its five-year grant. In addition, all the entities are collaborating in the development of a Pacific Region Vocational Teacher Education Academy to be installed at Guam Community College. The academy will serve vocational teachers from all the Pacific jurisdictions. Specific program descriptions are available upon request.

Contact:
Callistus Legdesog, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

2.6 Educational Innovations in the Pacific – Accelerated Schools Project

Children in rural areas are not immune to the "culture shock" many youngsters experience as they enter into the institutionalized system of education. The difference between home and school cultures can place a child at a disadvantage. One approach to dealing with this phenomenon is the Accelerated Schools Project being implemented in a rural elementary school in the Windward District of Oahu, Hawaii.

The Accelerated Schools Project was established by Henry M. Levin to bring "at risk" children into the educational mainstream by the end of elementary school. Rather than lowering expectations for these students, the project enhances their academic growth through challenging and stimulating activities usually provided for gifted and talented youngsters. Over a five-year period, Accelerated School staff use a critical thinking and problem solving curriculum to speed students' educational progress. The model emphasizes bringing all students to grade level or beyond by the completion of Grade 6.

This publication details the program's philosophy, beliefs, fundamental principles, and critical values.

Contact:
Stan Koki, Laboratory Network Program, Pacific Region Educational Laboratory,
828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000;
fax: 808/533-7599.

2.6 Supporting Rural Consortia for School Improvement

Difficulties created by rural isolation and scarcity are exacerbated by recent demands for school reform. Demands for higher performance standards, implementation of curricula centered on thinking, and the integration of assessment with instruction are some of the challenges stretching the limits of the "can do" attitudes prevalent in rural communities. Rural schools need to set a course for self-renewal. It is clear that they cannot meet the challenges ahead without help. One underused source of help is other schools, districts, and resource agencies in the region. Far West Laboratory's Rural Schools Assistance Program provides the stimulus for the formation of rural consortia that can direct concerted energies and resources toward achieving common staff development and improvement objectives.

Within the Far West region, program staff have supported the development of a number of consortia efforts in Tuolumne County, California; Colusa County, California; a four-county consortia in southeast Utah (Grand, Emery, Carbon, and San Juan Counties); and an 11-county consortium on technology applications. The focal point for change varies (Integrating Math and Science staff development in Tuolumne County; Writing Across the Curriculum in Colusa County; Integrating Elementary Science Instruction with Performance-Based Assessment in Utah, and Technology Applications in northern California), but the key ingredients across consortia is pooling resources to develop and maintain local capacity for self-renewal.

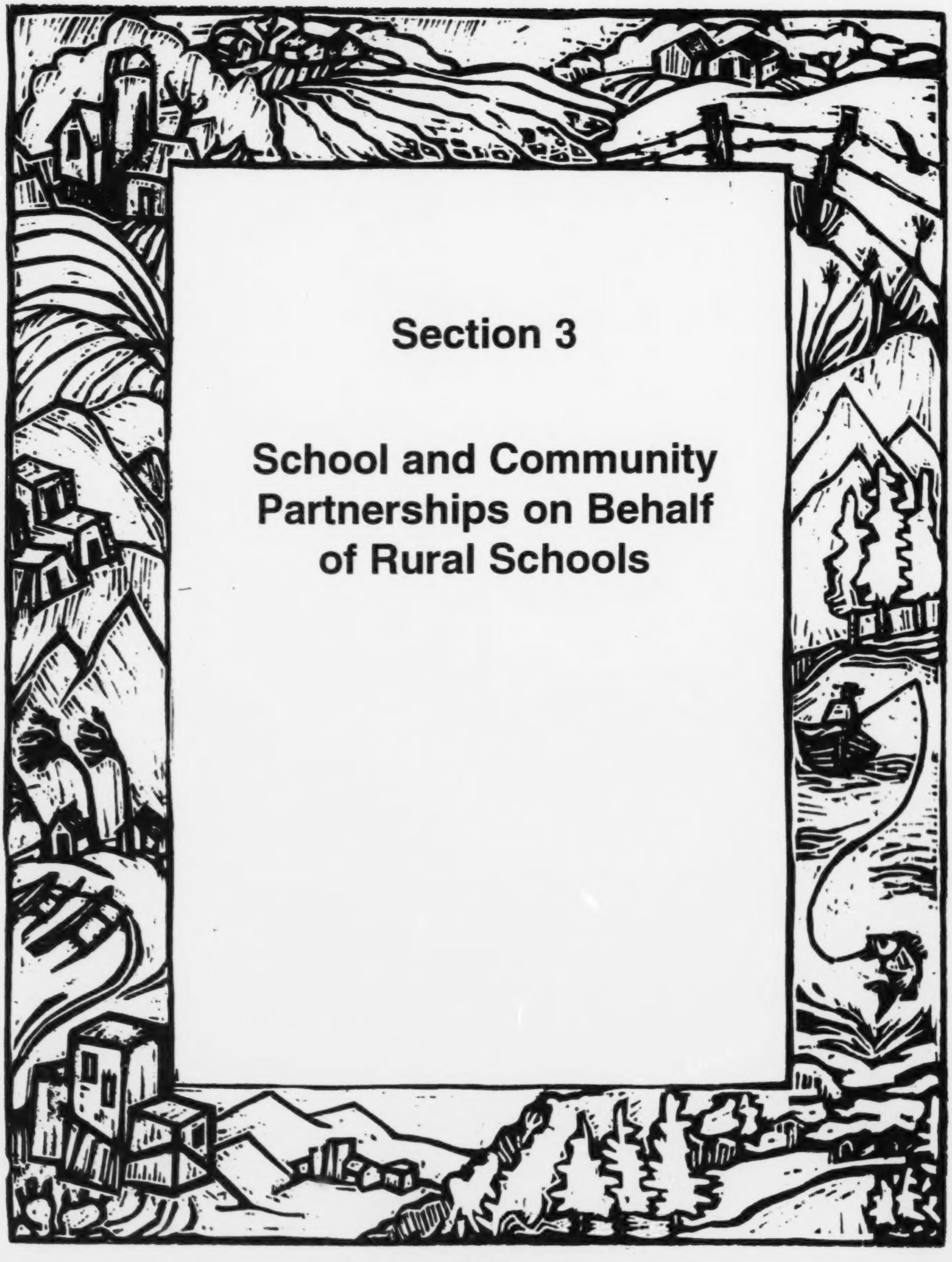
Contact:
Stanley Chow, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

2.6 Sense Of Place

Originally conceptualized by the members of North Central Regional Laboratory's Iowa Rural Advisory Council, this co-development effort involves the Iowa Arts Council, the Iowa Writers Project, the Grant Wood Area Education Agency, the Western Hills Area Education Agency, the Hoover Library, and approximately 25 teachers from rural Iowa. Working in collaboration, these partners are developing an interdisciplinary *Sense of Place* curriculum for junior high or middle school students.

Sense of Place provides a curriculum framework that rural teachers can use to help their students understand and appreciate the uniqueness of their own rural communities. This, in turn, will give students a sense of pride in themselves and in the places they live. In addition, the products and interactions these youngsters create as they explore the geography, history, culture, and society of rural communities, will instill a sense of pride and place among others in the community.

Contact:
Mary Anderson, North Central Regional Educational Laboratory, Rural Education Program, 1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735.



Section 3

School and Community Partnerships on Behalf of Rural Schools

School and Community Partnerships

Conventional wisdom tells us that "the school IS the community" in rural America. But, in fact, many influences have not only weakened the connection between rural schools and their communities, but also weakened the communities themselves.

Much of the research and development on the relationship between schools and communities can be sorted into five major categories:

- the school as a focus of community identity;
- the school's role in the continuing out-migration of young people;
- schools and local economic development;
- the community as a source of curriculum in rural schools; and
- threats to school viability in rural areas and strategies for resilience.

One simple concept, however, organizes the notion of school and community partnerships. In rural areas, especially, schools and communities *constitute an integral system*. The fate of one is linked to the other.

A good deal of empirical research, for instance, chronicles the demise of towns after a rural school closes. But the converse is also true. The depopulation and decline of a rural town usually leads to the decline and eventual closing of its school. Hence, a substantial amount of rural education literature deals with ways to nurture community and economic development.

The close relationship between rural schools and their communities offers excellent opportunities for addressing the eight national education goals. There is more than ample research evidence to argue that school-community partnerships will be an important approach to accomplishing those goals. Such partnerships are uniquely suited to address goals such as getting students ready for school (Goal 1); increasing the high school graduation rate (Goal 2); ensuring all students learn to use their minds well for responsible citizenship, further learning, and productive employment (Goal 3); maintaining schools free of drugs and violence (Goal 7); and increasing parental involvement in the social, emotional, and academic growth of children (Goal 8).

The evidence of success reveals school and community partnerships in rural America have a strong tradition and a rightful place in improving the quality of educational opportunities and life in communities. Such activities should only grow as policymakers, researchers, and practitioners capitalize on the opportunities this partnership holds for the 21st Century.

The regional educational laboratories serve as effective brokers for much of the available information on school and community partnerships. They also have considerable expertise in bringing together various school and community interest groups to collaborate on school improvement and community development activities. This portion of the portfolio features many of the exemplary programs, products, and services available through the laboratories that rural school educators have used to build strong school and community partnerships.

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3.1 Rural Audio Journal, Vol. 3, No. 1, Chartering New Roads to School Reform: The Minnesota New Country School

The **Rural Audio Journals** are a series of magazines on audio cassettes which tell stories of innovation, resiliency, and creativity in rural schools and communities using interviews, expert opinion, and commentary.

This edition of the **Rural Audio Journal** takes on a somewhat controversial subject, charter schools. In it, the listeners will visit LeSeur-Henderson, Minnesota and hear about an ambitious venture, the Minnesota New Country School. A small group of dedicated educators and parents explain why they felt a need for a charter school in this small rural community. They also describe how they started one. Lastly, experts offer their insights about the Minnesota New Country School and about charter schools in general.

This edition of the **Rural Audio Journal** runs approximately one hour.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $5.50.

3.1 Delta Project

The Delta Project is a long-term effort aimed at school restructuring. It is designed to encourage improvements in learning opportunities for students while using the school and the educational process as a vehicle for community development.

At present there are ongoing community development projects in 30 schools in Alabama and plans for projects in 10 schools in Mississippi by the fall of 1994. In Mississippi, during the past year services have been provided to schools throughout the Delta through collaboration with the College Board, Southern Regional Council, State Department of Education, and American Association for the Advancement of Science (AAAS). Training was provided in certified Advanced Placement courses, the Foxfire Project, Delta Principals Institute, manipulative training in math and science, college financial training for parents of middle school children, Onward to Excellence, and electronic networking for the 34 districts in the Delta Consortium. Over 600 teachers in the Delta have been participating in this training. The Delta Project is also working with Jackson State University and its Comprehensive Regional Center for Minority Participation in Science, Math and Engineering. SERVE's participation revolves around the electronic networking of the K-12 schools in the project.

Contact:

Eugene Sikora, SERVE, Delta State University, PO Box 3183, Cleveland, MS 38733, 601/846-4384 or 800/326-4548.

3.1 Pacific Region Effective and Successful Schools—PRESS Module 1: Awareness

Pacific Region Effective and Successful Schools (PRESS) is a research-based, systematic process for improving student performance, which has been put into place in numerous small, rural schools in the Pacific region. PRESS grew out of the experience of Pacific school improvement trainers using the Northwest Regional Educational Laboratory's *Onward to Excellence* and *Pacific Successful Schools* – both excellent and highly successful processes in use in hundreds of schools. PRESS is designed for use by and with teachers, administrators, parents, community leaders, and students, all of whom have important roles and responsibilities for school improvement. The following seven modules constitute a systematic process for improving student performance:

Module 1: Awareness

Module 2: Profiling and Cultural Impact Research

Module 3: Goal Setting

Module 4: Action Planning

Module 5: Implementation

Module 6: Monitoring and Assessment

Module 7: Evaluation and Renewal

Module 1: Awareness is a two-part module. Part 1 includes eight activities for building educators' awareness and knowledge of the PRESS processes, role awareness, and a sense of being part of a home/school/community team. Part 2 has five activities for community members' awareness building. Each activity includes trainer notes, transparencies, handouts, supporting materials, and local connections.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.1 Developing Effective Educational Partnerships: The Why, What, and How

Interdependence, collaboration, consensus, team building, and shared decisionmaking are some of the concepts that are being explored and promoted everywhere from the White House to the rural schoolhouse. These concepts indicate a shift from isolation and individualism to developing partnerships. As educators begin to redefine schooling to fit the Information Age, we now understand that we cannot do it alone. This document provides a theoretical background on the need for partnerships, examples and information on the nature and levels of partnerships, a comprehensive collaborative partnership model, and a resource list.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.1 The Native Hawaiian Drug Free Schools and Communities Program: Annual Evaluation Reports 1991-1993

The Native Hawaiian Drug Free Schools and Communities Program is dedicated to creating and assisting in the development and implementation of culturally appropriate substance abuse prevention curricula, activities, programs, and services. Specifically, it supports Native Hawaiians in developing and strengthening effective and productive skills to be healthy participants in their schools and communities. One of the major functions of the program is to coordinate substance abuse services among agencies in rural target communities and to reach out to those communities to identify, develop, and offer services. The annual evaluation reports present the methodology, instrumentation, and outcomes of this program's ability to harness other local agencies and resources to achieve common goals.

Contact:

James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.1 Rural School-Community Development Process

The *Community-School Development Partnership (CDP)* is a model of community development that seeks to build a mutually beneficial partnership between the community and the school. The model has been pilot-tested in three rural communities for three years.

The concept of place and the importance of a sense of community that is part of the beliefs and values of rural people are key premises underlying the process. Rural people choose to live in small rural communities because there is something they value about the place. They may value the environment, the people, the isolation, the opportunity to be self-sufficient, the small size, or a combination of these. Whatever the reason, place, and what that place has come to mean, provides fertile ground upon which to unite a community. The CDP model was developed to facilitate the recognition of this common ground, thereby creating a motivational basis upon which to unite the community in action. CDP incorporates a vision and consensus-building strategy and addresses three general goals:

1. To create a structure that empowers the community and the local school district to address community development issues
2. To develop the knowledge and skills important for community renewal
3. To implement a plan that engages the community and the school district in a partnership to achieve community-defined development goals

Evaluation reports for the three years of field implementation present a very positive picture of what can happen when the community and the school become partners for the purpose of mutual survival.

Training and evaluation processes and materials have been developed. Time and the structure of implementation will vary, depending on the community and the school context. However, CDP suggests a year of training that includes four communitywide meetings, three days of leadership training for a site coordinator, and 1.5 days of training for a community council.

Contact:

Northwest Regional Educational Laboratory, Rural Education Program, 101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339; price negotiable.

3.1 Distress and Survival: The Rural School, Education and the Importance of Community

This report addresses community and educational issues of rural America as the United States enters the 1990s. Beginning with the collapse of the mining industry in a small, rural community in Idaho, it shows that rural communities and their schools face great hardships resulting from numerous complex, interacting economic and social conditions. But rural people are resourceful. Many communities are beginning to employ creative solutions to solve their social and economic problems. In small, rural communities a closer look at how the school can service community development needs is under way.

The report describes three general approaches for using the school as a catalyst for community development. It is intended for school personnel, community development groups, or anyone interested in knowing more about rural communities. The appendix contains numerous resources to help guide a school and community toward greater collaboration around community development. Moreover, this report represents the initial stage in the development of a Community-School Development Partnership that has been field-tested in three rural communities in Washington, Idaho, and Montana.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $13. Also available through
ERIC/CRESS (ED 347 020).

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

3.1 Building a Sense of Community—Information Packet #13

Building a Sense of Community is a compilation of articles to assist rural schools in building a sense of community both within the school and between the school and its community.

This packet contains four sections: involving the community in the education process, establishing a learning community within the school, using the community as a resource for the classroom, and insights into policy decisions that are driven by communities.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; Order No. 9092-RP; $15.

McREL

MODEL PROGRAM

3.1 Delta Project, Year I

This monograph describes the rationale, strategy, and first-year activities of a collaborative effort by three laboratories in the states of Alabama, Mississippi, Missouri, and Tennessee. The strategy is based on McREL's earlier efforts in the upper-Midwest and include three central notions. First is the notion of rural schools working together in clusters for the purpose of school reform. Traditionally, in rural areas when a job is too large to accomplish alone, people band together to it done. Second, is the notion of making learning more powerful and more authentic by making the community the focus of study. Rural schools, because of their size and because of the communities that they serve, are well situated to provide "real world" learning. And third, by involving students in community-based education, the school's physical and human resources can become central players in community development. Students are able to investigate issues and conduct studies that are useful in the problem-solving deliberations of the town council. By understanding the workings of the local community, students begin to understand where in the social structure they might make a contribution and find niches in the economic structure that they might wish to fill. Examples of classroom and student activities are included.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd.,
Suite 500, Aurora, CO 80014.

3.1 A School at the Center: Study II

A School at the Center: Study II reports on the 1993 teachers institute sponsored by The Center for Rural Affairs, the University of Nebraska - Teachers College, and the Mid-continent Regional Educational Laboratory. Chapters include "The Vision of Community-Based Schools and the Future of Rural Places," "The Implementation of the Vision in Rural Nebraska," "The Abandonment of the Small School and the Need for Reviving It," "Schools and Rural Culture: Arts and Humanities Issues," "Education as a Tool for Economic and Environmental Development in the Sustainable Community," and "Units Designed by Teachers in the Community-Based Education Project, 1993" along with resources for schools and communities. The booklet is intended to serve as a handbook for ongoing school and community development efforts in Northeast Nebraska.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd.,
Suite 500, Aurora, CO 80014.

3.1 Rural Interagency Collaboration

Schools and communities must work together to provide more coordinated services for children and their families. Far West Laboratory has been engaged in tracking and evaluating the development of interagency collaboratives in it region's urban and rural communities.

This work has resulted in the development of portraits of promising practices and the publication of briefs on interagency resources. Those appropriate for rural schools include *Knowledge Brief: School-Community Collaboration in a Rural Setting: Sources and Profiles* by Sylvie van Heusden Hale; *School-Community Linkages in the Western Region* by Larry Guthrie and Bonnie Scott; and *Portraits of Interagency Collaboration* by Larry Guthrie, et al.

Contact:

Stanley Chow, Rural Schools Assistance Program, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

3.1 Delta Project Monograph

The *Delta Project Monograph* delineates the application of a strategy developed by the Mid-continent Regional Educational Laboratory (McREL) to empower rural students by asking them to use their knowledge and skills to address local community needs. In that process, school/community ties deepen and the community's economic viability is enhanced.

A second strategy described in the monograph is clustering. Clustering overcomes rural isolation by bringing teachers and students with similar community problems together for periodic meetings to discuss common problems and by linking schools via SERVE's electronic network.

The monograph describes the methodology of the Delta Project and the nature and progress of community development efforts designed and carried out by students in Alabama and the Delta regions of Missouri, Mississippi, and Tennessee.

Contact:

Mid-continent Regional Educational Laboratory, 2500 South Parker Rd., Suite 500, Aurora, CO 80014; SouthEastern Regional Vision for Education, PO Box 5367, Greensboro, NC 27435; or Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325.

3.2 Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice

This synthesis combines the findings of research with the observations of individuals attempting service integration in rural settings. It reports how rural schools, communities, and service providers collaborate to deliver services to students and community members suffering from high unemployment, alcohol and drug abuse, teen pregnancy, and the increase of physical and sexual child and spouse abuse. Investigators found that the utilization of degree of service integration varied greatly across the rural Pacific Northwest.

To gather necessary interview data from locations pursuing a "one-stop" service integration approach, three case sites were investigated. The following elements taken from the research and case studies were significant in the coordination or integration of services examined in these rural sites:
(1) each site adopted an organized series of steps to direct their implementation efforts; (2) the case study sites were more engaged in delivering intervention services than in delivering prevention services;
(3) interagency collaboration in the case study sites is more aligned with coordination than with true integration; (4) program delivery components of family-centered and family-empowerment service emphasis, comprehensive service focus, and a local community/focus assisted in the success of the case study sites; (5) community members held the attitude that they could solve their own problems; and (6) each site strove to create a co-location of services through a single point of entry for their clients.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $11.50.

3.2 Integrating Education, Health, and Social Services in Rural Communities: Service Integration Through the Rural Prism

Although integrating educational, health, and social services increasingly is becoming an essential strategy in the systemic reform of education, little has been written about the unique barriers to and facilitators of service integration in rural schools and communities. This monograph, written by Robert Bhaerman, attempts to fill the gap by providing detailed information and insights on the process of service integration, particularly in the rural context.

It is aimed at rural school teachers and administrators who need to address a number of unresolved problems and unanswered questions. The four-part monograph is formatted as a series of questions dealing with the concept, nature, and characteristics of service integration (Part I); the unique circumstances facing rural schools and community health and social service agencies (Part II); and planning suggestions and guidelines, steps and stages of the process, and additional questions that are being asked (Part III). The major points of emphasis are summarized in Part IV.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

3.2 Leadership for Collaboration

Leadership for Collaboration is a training seminar currently being conducted by SERVE's field staff. It assists rural school-community teams with the development of long-range plans for making their communities and schools more productive for all students.

Leadership for Collaboration was developed to respond to the growing need to share resources in times of fiscal, personnel, and programmatic cutbacks. It is designed to help individuals and groups such as educators, caregivers, policymakers, health care workers, parents, and others come together to develop a team approach to service delivery. The training addresses such questions as 'How do we get started?' 'Who are the people with whom we should be working and how do we get them involved? and 'What about our different funding stream?' The information presented in this training program is relevant for all schools, but especially for rural schools facing escalating budget dilemmas.

Contact:

Deborah Childs-Bowen, SERVE, 41 Marietta St., NW, Suite 1000, Atlanta, GA 30303, 404/577-7737 or 800/659-3204.

3.2 Interagency Collaboration: Improving the Delivery of Services to Children and Families

The success of rural schools often depends on the collaborative efforts of the entire community. However, finding ways to initiate collaboration and effectively maintain such efforts is often very difficult.

This document is an introduction to collaborative service centers and full-service schools in which educational, medical, social, and other services are coordinated to provide a full range of necessary services to students and their families. It offers step-by-step advice and examples of how to bring together service providers and provide coordinated services.

Rural schools interested in exploring ways to expand their resources and support base through collaboration with other service providers in their communities will find this publication very useful.

Contact:
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.

3.2 Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition

In many rural areas in the Southeast there are high numbers of young children entering school below minimum standards of "readiness." These children often benefit from preschool programs directed at easing transition difficulties.

This publication offers detailed descriptions of 19 schools and/or districts with successful early childhood transition programs. The programs described help bring continuity and cohesiveness to children's educational experiences and help maximize their learning potential as they move from one learning environment to another. Several of the descriptions are from rural districts. Contact information is provided for each program.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $7.

3.2 Passages: Providing Continuity from Preschool to School

Young children in rural schools often face difficult transition periods as they move into traditional school settings. Lack of program continuity and readiness and preparation issues are often at the heart of their difficulty.

This videotape takes a look at eight key components of programs that are effective in providing continuous services for young children and their families. Filmed on location at several schools (including rural schools) that exemplify these continuity components, it highlights the effectiveness of these components and demonstrates the positive impact that interagency collaborative efforts can have on young children's success in school. (30 min.)

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid St., Palatka, FL 32177,
904/329-3847; $19.95.

3.2 Learning by Serving: 2,000 Ideas for Service-Learning Projects

Learning By Serving: 2,000 Ideas for Service-Learning Projects is a major compilation of examples of service-learning—the integration of student service into the academic curriculum. Service-learning narrows the gap between what students do in school and what they will do after they leave school. Because the future of rural communities often depends on students remaining in the area after completing their education, service-learning helps youngsters understand the needs and potential of their community.

This publication offers several thousand examples of service-learning projects, divided by type, subject, and grade level. In addition, hundreds of examples show ways of initiating service-learning projects: securing funds; providing transportation; getting students, parents, and the community involved; and making time for service.

Also see the companion publication *Sharing Success: Promising Service-Learning Programs* (single copies free).

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177, 904/329-3847; $7.

3.2 SERVE-Line Partnerships

SERVE provides Rural Entrepreneurs Through Action Learning (REAL) offices throughout the United States with a mechanism to exchange e-mail, develop databases, and exchange ideas on SERVE-Line. REAL Enterprises, through rural high schools, community colleges/universities, and state departments of education, provide technical support to rural students who have their sights set on becoming entrepreneurs. REAL instructors, known as "PCs," support these student entrepreneurs on such issues as management decisions, SBA loans, and marketing techniques. REAL's PCs collaborate, exchange files, and collaboratively write grants via SERVE-Line.

Teach-For-America is a not-for-profit organization that recruits college graduates from throughout the United States to return to teach for at least two years in their rural home community. This program, networked via SERVE-Line, helps college graduates understand the problems and issues that their own elementary and secondary teachers faced.

The Mississippi AMPS Project is a program being developed to provide minority students throughout Mississippi with a mento—"big brother/big sister." The mentors, working with students from as young as the fourth grade through older students in their third year of college, provide career and personal counseling and help build self-esteem. The program's design work, planning, and collaborations are networked via SERVE-Line.

Contact:

Mark Wayne-Hart, SERVE, 41 Marietta St., NW, Suite 1000, Atlanta, GA 30303,
404/577-7737 or 800/659-3204.

3.2 Schools That Work: The Research Advantage, Program #8, Integrating Community Services

The ***Schools That Work*** video series demonstrates real-life examples of communities, schools, and classrooms spread across the United States where the application of educational research has led to improved outcomes for youngsters. These programs, although designed primarily for teachers and administrators, cover a wide range of topics which have a broad appeal and applicability. They are specifically intended to help educators, and others involved in serving children, become aware of the National Education Goals and to illustrate how research can be translated into action to meet those goals.

Program Eight in the ***Schools That Work*** video series, entitled ***"Integrating Community Services",*** explores the concept of interagency collaboration and its importance for fostering strong family, school, and community support systems for children. On this video, a panel of experts and practioners who are involved in carrying out interagency partnerships explain the concept and discuss their experiences. In a fascinating segment, viewers are taken to Fulton County, Kentucky and South Bend, Indiana to see two interagency collaboratives in action and hear from the people who benefit daily from these partnerships. An in-the-studio and telephone call-in question and answer session follows these visits.

The video cassette runs approximately 60 minutes and comes with a guidebook which includes background and research about interagency collaboration.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300,
Oak Brook, IL 60521, 1-800-356-2735; $25.00.

3.3 Family Connections

Research over the past two decades has shown that when parents are involved in their children's schools, the children are more successful in school, less likely to drop out, and more likely to become productive adults in society. Parents want to help with their children's learning; the problem is that they don't know what to do. *Family Connections* makes it easy for schools to help families work with their children.

This product consist of colorful, four-page guides that come in two volumes of 30 issues each. *Family Connections 1* is for families of preschool children, *Family Connections 2* is for kindergarten or early primary children. Each issue includes a front-page message to parents on such topics as the importance of reading with their children, at least one read-aloud selection, and a number of developmentally appropriate activities for parents and children to do together. Everything in the research-based, field-tested guides is written at a fifth-grade or lower reading level so they are easy to read.

Contact:

Appalachia Educational Laboratory, Rural Excel Program, PO Box 1348, Charleston, WV 25325, 800/624-9120; $150 for a package that will serve 25 families for 30 weeks (teacher handbook included).

3.3 Facilitator's Manual for Taking the Pulse: A Conference to Gather Information About the Needs of Rural Communities

Taking the Pulse: An Assessment of the Needs of Rural West Virginia: The West Virginia Rural Development Council Report of Findings

This product is a two-volume set. Volume I, *Facilitator's Manual for Taking the Pulse: A Conference to Gather Information About the Needs of Rural Communities,* guides facilitators through the step-by-step process for conducting a needs assessment conference—a technique for assessing the educational needs of a community, school, or school district as perceived by selected participants.

A needs assessment conference is a tool for developing community support for schools. Participants see that their voice was heard when they receive a preliminary report listing their individual statements. They are kept informed as solutions are formulated, considered, and implemented, and develop a feeling of having played an important part in the school improvement process-a key element in school-community cooperation.

Volume II, *The West Virginia Rural Development Council Report of Findings*, is based on the findings of a needs assessment conference conducted for the West Virginia Rural Development Council. The report is presented in two documents to assist the reader. The first document describes the process and findings and the second contains appendices with the data on which the narrative is based. This arrangement allows the reader to have the appendices open at the same time as the narrative for easy reference.

Contact:

Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325, 800/624-9120; *Facilitator's Manual* - $7; *Taking the Pulse Findings, Volumes I and II* - $6; complete set - $12 postage paid.

3.3 In Our Own Words: Community Story Traditions to Prevent and Heal Substance Abuse

Community stories are sometimes called participatory research, cultural journalism, or experiential writing. All three of these techniques belong to a family of knowledge-sharing traditions (such as oral history, chataquas, and parables) that illustrate the connection between an individual life and the larger human experience. In this guide, which uses examples from American Indian and rural contexts, teachers and youth workers learn how to use community stories to help youth access strengths within themselves and their communities to protect or heal themselves from substance abuse.

According to author Michael Tierney, "Young people need not only to be diligent, but to understand. They need to understand the choices they are making. And they need caring adults to provide safe environments for them to explore conflicting information and feelings about the use of drugs."

Readers learn how to create a "safety zone" for community stories that protects privacy and allows diversity of opinions. Methods for each form of community story are explained and classroom activities are described. The guide includes an annotated list of resources.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348,
Charleston, WV 25325, 800/624-9120; $10 postage paid.

3.3 Western Center for Drug Free Schools and Communities

Funded by the U.S. Department of Education, the Center assists state agencies, local school districts, and institutes of higher education in preventing and eliminating alcohol and other drug abuse in schools. Services are provided to agencies in California, Nevada, Oregon, Washington, Idaho, Alaska, Montana, Wyoming, Hawaii, and the Pacific jurisdictions.

Center services include training workshops, resource materials, technical assistance and consultations, and conference cosponsorship.

Contact:

Ralph Baker, Area Coordinator (northern California and northern Nevada), Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242;
Carol Thomas, Area Coordinator (southern California and southern Nevada), 310/598-7661;
Carlos Sundermann, Area Coordinator (Oregon, Washington, Idaho, Alaska, Montana, Wyoming), 800/547-6339;
Harvey Lee, Area Coordinator (Hawaii and the Pacific jurisdictions), 808/532-1904.

3.3 What's Noteworthy on Rural Schools and Community Development

Rural schools have historically represented one of the largest economic drains on rural communities. Supported with local tax dollars and entrusted with the education of the community's next generation of human resources, rural schools measure their success by how many students leave the community to continue their education or find employment in larger urban areas. Most never return. If this resource drain is allowed to continue, rural communities will further decline and eventually die.

This document presents an alternative scenario that views the resources of the school, both human and physical, as instruments of community development. The process of education becomes more powerful as students engage in authentic learning and the community itself becomes the focus of study. Information resulting from student activities contributes to real life problem solving. As students understand the workings of the local community, they can identify niches in the economy which, with the necessary entrepreneurial skills, will enable them to create their own jobs. This monograph is a combination of visions for the future, vignettes of actual student activity in community development, and how-to suggestions on how to begin changing instruction and the role of the school in the community.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd., Suite 500,
Aurora, CO 80014.

3.3 Parent Involvement Programs and Strategies: A Sourcebook for Rural Schools

Parent Involvement always has been a challenge for schools and it represents a particularly difficult challenge for rural schools. Securing meaningful, sustained participation in their children's education from working parents who typically have little free time and who, in many cases, are under-educated and carry a lot of negative memories of their own schooling is problematic in any context. In a rural ommunity, distance, remoteness, and a culture encouraging non-involvement add to the problems.

As one way of helping rural school teachers and administrators address these issues and enhance their parents' participation, staff from NCREL's Rural Education Program have collected descriptions of parent involvement programs particularly well-suited to rural schools and communities. Preceded by a brief, layperson's review of relevant research describing the impact and value of parent participation, this sourcebook contains outlines of high-quality parent involvement programs. Included are overviews of each program's key features, target populations, cost requirements, evidence of impact, and the like.

Contact:

Judy Caplan, Program Coordinator, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735.

3.3 Rural Audio Journal, Vol. 1, No. 3, Every Child Is the Community's Child: Agency Collaboration for School Success

The **Rural Audio Journals** are a series of magazines on audio cassettes which tell stories of innovation, resiliency, and creativity in rural schools and communities using interviews, expert opinion, and commentary.

This edition of the **Rural Audio Journal** tells the story of the Human Services Network, an interagency collaborative comprised of social, health, legal, and educational service providers in Hillsdale County, Michigan. On it, the members of this network describe how these various agencies have put aside their own "turf" issues to join forces in a concentrated effort to make sure the neediest children in Hillsdale County get the services they require. In addition, experts in the field offer their insights about interagency collaboration and provide commentary to the Hillsdale County story.

This edition of the **Rural Audio Journal** runs approximately one hour.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $5.50.

3.3 Looking Past the Interstates: A Study of the Condition of Rural Children, Schools, and Communities in the North Central Region

The demographic and case description profiles that comprise this document are among the first products of a multi-year effort to describe what it is like to live and grow up in a variety of rural communities. The major purpose of the studies that will result from this effort is to provide clarity to, and a better understanding of, the culture, values, and social characteristics of between five and ten rural places in the upper midwest. The final document is intended for individuals at the state, regional, and local level who develop policies that have an impact on rural children, schools, and communities.

The studies themselves combine demographic information with thick case descriptions that detail the condition of various rural communities. These studies take as their point of departure a deceptively easy question: "***What effect does the interstate highway system have on rural communities in the north central region?***" They focus on the way rural communities respond to their relative proximity to (or distance from) a major interstate.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 1-800-356-2735; $24.95.

3.3 Planning for Rural Community Partnerships

This newly developed Rural Education Program initiative offers an array of planning and technical assistance services to rural school districts and communities to help them launch and manage partnerships. Development of community demographic profiles, grant-writing assistance, community needs analysis, focus group management, program evaluation, and strategic planning are among the services available.

This initiative itself started as a partnership between the North Central Regional Educational Laboratory and the New Iowa Schools Development Corporation, but has come to include joint ventures with school district consortia, intermediate service agencies, and local rural communities.

Contact:

North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300,
Oak Brook, IL 60521, 1-800-356-2735 for information. Costs vary with service requirements.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

3.3 Establishing and Enriching School-Community Ties in Small Schools—Information Packet #6

This packet is a compilation of articles for rural and small schools that speaks to a number of the issues that surround establishing and enriching meaningful school-community relations: leadership skills necessary for building effective community support; the school's role in community development; barriers that impede strong school-community ties; community surveys and advertising practices that enhance the school's relationship to its community; the school's role in supporting single and working parents; and notable practices of real school districts in the United States.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 950, Andover, MA 01810; Order No. 9051-RP; $14. Also available through ERIC\CRESS (ED 310 893).

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

3.3 Business-Education Partnerships: Strategies for School Improvement

A resource for anyone who wants a business-education partnership to be a positive force in improving schools, this guidebook describes how to set up business-education partnerships that are productive, practical, and rewarding. Based on sound school improvement research, it defines the characteristics of an effective partnership, describes the stages a partnership passes through as it matures to a full collaboration between partners, and tells what a business-education partnership can accomplish. Partnership profiles and a directory from the Northeast are included.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; order no. 9014-RP; $9.00

3.3 We Can't Teach That Here – Or Can We? Rural Comprehensive Health Education: Field Experiences and Guide

We Can't Teach That Here – Or Can We? Rural Comprehensive Health Education: Field Experiences and Guide is a 70-page guide which provides an overview of rural health conditions and chronicles the development and implementation of locally-appropriate health education programs in six small, rural, Pacific Northwest school districts. Rural school teachers, nurses, administrators, and university health education professionals from five Northwest states share their individual experiences and insights as they formed partnerships to promote health education through curriculum, technical assistance, and community involvement.

This guide is directed toward advocates of health education and wellness promotion in rural settings who desire to assist their local schools and communities; health professionals working in colleges and educational service districts that serve a rural constituency will also find cogent information in this book. It is the dissemination report for a FIRST grant in comprehensive health education conducted by the Northwest Regional Educational Laboratory.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main Street, Suite 500, Portland, OR 97204; $15.50 prepaid. Cost includes fourth class postage; first class UPS delivery is additional. Orders from foreign countries must include prepayment in U.S. currency with additional 25% postage. No returns can be accepted.

3.3 Evaluation of Implementation of School/Community-Based Management

A collaborative composed of the Hawaii Business Roundtable, the Pacific Region Educational Laboratory, and the Planning and Evaluation Branch of the Hawaii Department of Education designed and conducted a formative evaluation project with two schools that had been engaged in the implementation of the School/Community-Based Management system (SCBM). One of these schools, Maile Elementary School, is a small, rural school in Leeward District, Oahu. The design of the evaluation reflected the essence of SCBM in that community stakeholders shared decisionmaking, shared responsibility, and collaboration.

This phase of the evaluation process focused on implementation processes, not student outcomes. Evaluation questions were formulated in four categories: School/Community Connections, Governance/Organizational Systems, Teaching/Learning Situations, and Student Learning. Results of the study include: (1) a list of variables to assess the readiness of a school to enter into the SCBM process; (2) a list of key success factors required to facilitate the implementation of SCBM; (3) an internal monitoring system that can be used by the school community to track its progress; and (4) a consultation model that can be used to support evaluation efforts at SCBM schools.

Contact:

Karen Aka, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.3 School/Community-Based Management Travel Guide

The Leeward District, the Hawaii Department of Education, and the Pacific Region Educational Laboratory collaborated on the *School/Community-Based Management (SCBM) Travel Guide*. This publication is a comprehensive workbook for schools undertaking the SCBM process. It includes general background information, step-by-step activities, forms, survey instruments, operational guidelines, etc., in the following developmental stages:

- Preparing to get started
- Getting started
- Training
- Dialoging
- Reaching consensus
- Putting together the letter of intent
- Proposal to implement SCBM
- Implementation
- Institutionalization

While specifically tailored to Hawaii's public schools and developed by a district that includes both rural elementary and rural secondary schools, the *School/ Community-Based Management Travel Guide* has wide application for any school considering systemic change.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.3 School/Community-Based Management (SCBM) Services

School/Community-Based Management is a school management system that empowers people by allowing greater school-level flexibility in areas such as budget, curriculum, instruction, personnel, and facilities. The concept is based on the belief that the most effective decisions are those made closest to the point of their implementation. It acknowledges that the rural school/community, defined as the principal, teachers, support staff, parents, students, and other community members, has a right and obligation to actively participate in open dialogue where issues are presented, defined, discussed, and resolved.

The Pacific Region Educational Laboratory provides technical assistance to schools undertaking this reform effort. The SCBM process involves all six groups together submitting a letter of intent and a proposal to implement such a management system to the state department of education. PREL staff assist the SCBM participants in these processes.

Contact:

Karen Aka, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

3.3 Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success

The Delaware Rural Assistance Council (RAC), in collaboration with Research for Better Schools, sponsored two public forums in rural Delaware in May and June of 1992. The forums were based on two of the State Board of Education's goals that are particularly relevant to rural communities: to continue building consensus and support for quality education (Goal 6), and to promote partnerships among families, communities, and schools to improve the academic and social success of students (Goal 7).

The major concerns were focused primarily on the concept of community, the broadened role of schools and their relation to social service agencies, family and parental involvement, and school-to-work transition. Major recommendations were generated and directed to schools, school districts, and school boards.

The Delaware RAC concluded that it is evident that the responsibility for action rests on everyone's shoulders, not just the State Board of Education or local school boards. Schools, nevertheless, can play a significant leadership role in revitalizing rural communities by addressing community social and economic needs.

The report was authored by Robert Bhaerman and James VanSciver and appears in the Winter 1993-1994 edition of the *Rural Educator*.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

3.3 A Rural School-Business Partnership Model and Network

The goal is to research and develop a replicable model for school-business partnerships in rural and nonrural communities throughout the six Southeastern states. The new challenge, considering the vast number of rural school systems, is to institutionalize local support mechanisms and help direct efforts toward collaborative activities that have the potential to make a lasting contribution to school reform. The focus of the next two years will be to help develop and strengthen the capacity of states to provide support to the large numbers of rural and nonrural partnerships.

Contact:

Wendy McColskey, SERVE, PO Box 5367, Greensboro, NC 27435-5367, 910/334-3211 or 800/755-3277.

3.3 Directory of Partnership Programs

The *Directory of Partnership Programs* offers insights about how partnerships are using the resources of the home, school, and community to serve children, from birth to eight years old, and their families. It aims to (1) share information about such partnership programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas; and (2) encourage networking and collaboration among efforts that are using or want to use partnerships to deliver more effective services for children and their families.

The directory alphabetically lists 47 programs that involve the home, school, and community as partners to serve young children and their families. Each entry lists the address, phone number, contact person, target audience, and needs that the program addresses. Reported outcomes, when available, are also included.

The directory's key features are as follows:

- Updated annually to ensure accuracy and completeness
- Quotes included from program staff about activities of which they are most proud
- Indexed three ways for the user's convenience: alphabetically, by state, and by setting (metropolitan, urban, and/or rural areas)

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861 $12.50.

3.3 Planning Collaborative Partnerships Booklet

This booklet describes how to conduct a planning process in order to facilitate the development of home, school, community partnerships. A Home, School, Community Partnership (HSC) involves parents, school staff, and community members collaborating to plan, implement, and assess the delivery of comprehensive services for young children and their families. Based on the field experiences of SEDL staff, the booklet describes how to facilitate a planning process that prepares and equips a HSC partnership for collaboration. For each of four elements used to describe the planning process, the booklet presents the purpose, expected outcomes, challenges, and strategies for addressing the challenges. Each section also discusses contextual variables and lessons learned.

The booklet includes:

- A framework for the planning process that is based on field experiences in four local sites
- Activities that can help move a diverse group toward collaborative action
- Insights for facilitators about milestones of the planning process

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; price TBA.

3.3 Parent Involvement Coordinator Handbook

The *Parent Involvement Coordinator Handbook* was written for parent coordinators in order to provide them with an overview of the parent involvement component of the Follow Through Program. It contains three major sections: (1) the Parent Involvement Component, (2) Volunteer Programs, and (3) References.

The handbook provides:

- An overview on implementing the Follow Through Program's parent involvement component
- Tips on how parental involvement can be encouraged and maintained
- Suggested plans and strategies for organizing a volunteer program
- A sample training program, workshop, and meeting
- Sample activities and/or handouts

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $44.75.

3.3 Home-School Partnerships: Supplement to the Parent Coordinator's Handbook

This volume is a supplement to the *Parent Involvement Coordinator's Handbook* and addresses three nontraditional parent involvement roles—the parent as colearner, advocate, and decisionmaker. The approach focuses on building home-school partnerships, with parents and educators participating as equal partners in the education of children. This supplement is for those teachers who are looking for new ways to actively involve parents in the teaching-learning process.

The supplement includes:

- Suggested plans for partnerships
- Strategies for strengthening partnerships
- A list of partnership resource organizations
- A list of partnership resource materials
- Sample partnership materials

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $15.25.

3.3 The Workshop Program: Supplement to the Parent Involvement Coordinator's Handbook

This volume is a supplement to the *Parent Involvement Coordinator's Handbook.* It specifically addresses *The Workshop Program* and provides a variety of activities for preparing teaching tools for use by parents and teachers. *The Workshop Program* enables volunteers to construct learning materials to use with the school curriculum. These materials are teaching tools that teachers often design to add variety to learning and to give the children more ways to practice what they are learning in school. They are appropriate for use in the classroom by a teacher, an assistant, a volunteer with the children, or by the children alone. Some are also appropriate for parents to use at home with their children.

The Workshop Program provides:

- Instructions for making and using the materials (no prior training is required)
- A suggested plan for the program
- Procedures for organizing the program
- A sample workshop
- Sample activities

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $20.75.

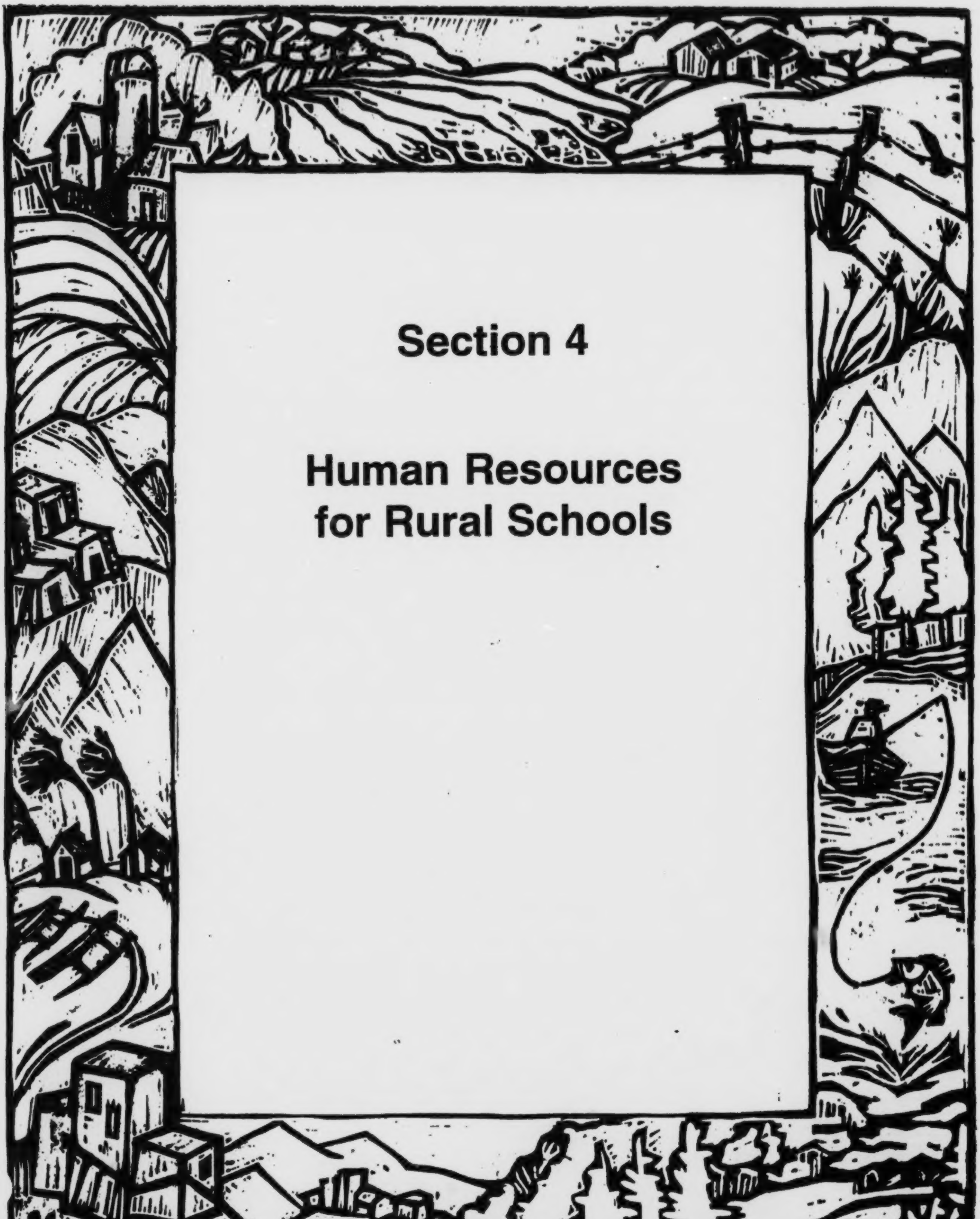
3.3 Home Activities for Parents: Levels I, II, and III

The purpose of *Home Activities for Parents: Levels I, II and III* is to provide parents with oral language activities designed to support the development of the thinking process. The manuals include at least twenty units each that focus on the development of oral language. For children who speak Spanish at home, the approach is bilingual, with materials being presented in both Spanish and English.

Home Activities for Parents: Levels I, II and III includes:

- Instructions for parents in both Spanish and English
- Lesson plans listed with the purpose of the lesson, materials needed, and procedures
- Examples and specific questions for parents to ask in order to facilitate interaction
- Illustrations of concepts covered in the various lessons

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; Level I, $24.25; Level II, $28.00; Level III, $21.75.



Section 4

Human Resources for Rural Schools

Human Resources for Rural Schools

The link between teaching and learning is obvious. This link is expressed in Goal 4 of the national education goals, Teacher Education and Professional Development. This goal emphasizes the critical role that continued access to high quality pre-service and in-service teacher education plays in instructional excellence. That such access is difficult in rural schools has a profound effect on them.

Many factors work against rural schools' ability to obtain and maintain a high level of human resource support for their programs and students. Rural geographic and cultural isolation often stand in the way of hiring or retaining high quality staff, as do the relatively low pay of rural educators and the stress they experience. Rural educators always talk of having to "wear many hats" – take on many different responsibilities and often in areas where they have little or no training.

Isolation and distance also often combine with inconvenient scheduling of professional development programs to make it difficult for rural educators to take advantage of opportunities offered by colleges, universities, and intermediate service agencies. Even when available (either as in-service or pre-service offerings), most of these programs have a general emphasis and tend not to emphasize the rural "context." This makes them less useful than they could be.

Distance and isolation also work against rural educators who need to share experiences, challenges, and solutions. Even when they are in the same district or building their many responsibilities – again the "wearing many hats" phenomenon – make it difficult for rural educators to connect and share. The result is even greater feelings of isolation.

Yet, as they have done for a hundred years or so, rural public schools and districts are creating innovative solutions to the problems imbedded in these challenges. In increasing numbers they are connecting to the information highway and other technological resources to link their staff to the latest educational research and the many in-service opportunities available through these media. They are using technology to connect to each other, too. Many rural school districts are joining forces in cross-district clusters to pool their scarce resources, unify their school calendars, and thereby take advantage of economies of scale not available to them individually. There are rural schools on the cutting-edge of the "time" issue, restructuring their days, semesters, or years to give their staff time for professional development.

The following R&D entries are specifically designed to highlight these innovations and provide rural educators with ideas that attack these human resources challenges as they play out in small schools and districts. In some cases the entries describe programs or projects intended to develop the capacity of rural educators to be their own "experts" and take charge of recruitment, professional development, staff supervision, or instructional improvement initiatives themselves. In other cases, entries describe strategies that rural educators can use to connect to each other or to specialists without having to travel excessively, and ideas on how to make time for reflection and personal development. There are also listings of human resources that rural educators can take advantage of at low-or no-cost.

4.1 Rural School Development Outreach Project Module I Building a Community of Readers and Writers

The Rural School Development Outreach Project enhances rural educators' use of research-based information for professional development and school improvement by periodically providing them with self-contained, in-service packages. In addition to supplying materials for in-service, the **Rural School Development Outreach** packages offer guidance to rural educators as to how they might design and conduct it. They are typically multimedia and contain video or audio cassettes, guidebooks, posters, research summaries, or the like.

The first **Rural School Development Outreach Project** module, ***Building a Community of Readers and Writers***, contains the following:

1. **A "Tool Kit" for the Strategic Reading Project (SRP), including:**
    - An SRP Handbook to guide project planning, implementation, and evaluation.
    - 9 overheads, invaluable for introducing your staff to SRP
    - A videotape introducing the Project's approach to reading and showing real classroom examples of SRP in action.
    - 2 audiotapes illustrating SRP reading instruction with students.

    NCREL's Strategic Reading Project (SRP) provides professional development to K-12 teachers committed to improving their students' reading ability. SRP is based on NCREL's successful Wisconsin Rural Schools Reading Project, which was approved by the U.S. Department of Education for dissemination through the National Diffusion Network.

2. **Children as Strategic Readers Videotape and Guidebook** - Children as Strategic Readers is a one-hour videotape that shows teachers how they can help students become responsible for their own learning. The accompanying guidebook includes an easy-to-read summary of what research says about reading; descriptions of the classrooms and communities featured in the

videotape; a chart comparing teaching approaches (traditional vs. strategic teaching); classroom activities for teachers, schools, parents, and community members; a checklist for excellence in reading instruction; and a list of important reading resources.

3. **Emergent Literacy-Kindergartners Write and Read Videotape and Guidebook** - In this 30-minute video program for kindergarten teachers, Elizabeth Sulzby of the University of Michigan demonstrates an easy technique for getting all kindergartners to write and read in school settings. An accompanying teacher's guide defines emergent literacy and shows examples of five common forms of emergent writing.

Contact:

Publications Department, North Central Regional Educational Laboratory,
1900 Spring Road, Suite 300, Oak Brook, IL 60521 - 1-800-356-2735; $549.95.

NCREL

PUBLICATION

4.1 Rural School Development Outreach Project Module II Advancing Systemic Change in Mathematics and Science Education

The Rural School Development Outreach Project enhances rural educators' use of research-based information for professional development and school improvement by periodically providing them with self-contained, in-service packages. In addition to supplying materials for in-service, the **Rural School Development Outreach** packages offer guidance to rural educators as to how they might design and conduct it. They are typically multimedia and contain video or audio cassettes, guidebooks, posters, research summaries, or the like.

The second **Rural School Development Outreach Project** module, ***Advancing Systemic Change in Mathematics and Science Education***, is designed to be an easy reference for teachers as they develop and carry out lessons in science and mathematics. It contains two posters and two guidebooks to help teachers apply the latest research about science and mathematics education in their classroom.

Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 - 1-800-356-2735; $5.

NCREL

4.1 Rural School Development Outreach Project Module III Multicultural Education

The Rural School Development Outreach Project enhances rural educators' use of research-based information for professional development and school improvement by periodically providing them with self-contained, in-service packages. In addition to supplying materials for in-service, the **Rural School Development Outreach** packages offer guidance to rural educators as to how they might design and conduct it. They are typically multimedia and contain video or audio cassettes, guidebooks, posters, research summaries, or the like.

The third **Rural School Development Outreach Project** module, ***"Multicultural Education",*** is intended to help rural educators integrate culturally responsive instruction into their lessons, units, and courses of study. It includes a poster, annotated bibliography, and checklist for culturally responsive education, all of which can serve as an easy-to-use reference for teachers and administrators attempting to infuse multicultural education in their rural schools.

Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 - 1-800-356-2735; $9.95.

4.1 Rural School Development Outreach Project Module II Advancing Systemic Change in Mathematics and Science Education

The Rural School Development Outreach Project enhances rural educators' use of research-based information for professional development and school improvement by periodically providing them with self-contained, in-service packages. In addition to supplying materials for in-service, the **Rural School Development Outreach** packages offer guidance to rural educators as to how they might design and conduct it. They are typically multimedia and contain video or audio cassettes, guidebooks, posters, research summaries, or the like.

The second **Rural School Development Outreach Project** module, ***Advancing Systemic Change in Mathematics and Science Education***, is designed to be an easy reference for teachers as they develop and carry out lessons in science and mathematics. It contains two posters and two guidebooks to help teachers apply the latest research about science and mathematics education in their classroom.

Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 - 1-800-356-2735; $5.

4.1 Rural School Development Outreach Project Module III Multicultural Education

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Contact:

Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 - 1-800-356-2735; $9.95.

4.1 Teacher Preparation for Rural Schools

Anyone desiring to understand what conditions make rural communities and schools unique will find *Teacher Preparation for Rural Schools* invaluable. The report was developed around the question of whether it is important to provide special training for those individuals interested in working in a rural setting. After an analysis of research literature on rural communities and teacher preparation programs, the report concludes that rural communities are, indeed, diverse and complex, and defy any simple classification or definition. As a result, it is imperative that those interested in living or working in a rural community have an understanding of the unique qualities of rural communities.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $7.55. Also available through ERIC/CRESS (ED 295 772).

4.1 Overcoming Professional Isolation in Small, Rural Schools

Professional development and renewal in education are essential for the improvement of student learning. Because constraints, such as geographic and professional isolation, small budgets, and staff turnover are common among many small, rural schools, these schools face a great challenge in implementing professional improvement opportunities and programs. This report examines the issues, needs, and strategies relating to professional development and renewal in small, rural schools.

Data for the development of this report were drawn from a wide range of interrelated sources and activities that lend fresh insight and perspective to the topic. These sources and activities include:

- a series of rural education forums focusing on professional renewal
- a review of the research on rural staff development
- case study interviews of stakeholders from two small, rural schools
- an analysis of school and community conditions supportive of school change
- a review of rural staff development programs.

Anyone concerned about staff development in rural schools should find this document helpful. Moreover, administrators new to a small, rural school will find useful insights into conditions that inhibit the process of schoolwide change and improvement.

Contact:
Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main St., Suite 500, Portland, OR 97204; $11.60. Also available through ERIC/CRESS (ED 344 707).

4.1 Teachers Do Make a Difference: What Indian Graduates Say About Their School Experience

Current research on youth resiliency and the protective factors in schools and families that foster these traits emphasize the importance of a caring, nurturing adult in children's lives. These findings are demonstrated in the words of American Indian students who had recently graduated from high school. This research brief summarizes the characteristics of the teachers and other school personnel who were pivotal to the educational success of these students.

The research was conducted by the R&D Program for Indian Education of the Northwest Regional Educational Laboratory. The research brief is intended for school personnel and parents concerned with the value of teachers in the lives of Indian students.

Contact:
Available through ERIC/CRESS (ED 306 071).

4.1 Alternative Routes to Certification

More and more states are developing alternative routes to teacher certification (licensure). One reason for this trend is the need to quickly provide teachers for the increasing vacancies in the nation's classrooms. A second objective is to recruit quality candidates who might consider teaching if there were a shortened licensing procedure. Therefore, increasing numbers of states are adopting alternative routes to attract and produce new teacher candidates who are college graduates but not education majors. Research revealed, though, that there is predominantly one alternative route to teacher certification employed by licensing agencies, and that various teacher certification programs bear considerable resemblance to each other. The alternative routes each contained the following common elements: (1) a supervising college of education; (2) a cooperating school district; (3) a professional curriculum consisting of college-level coursework coupled with training from recognized practitioner experts; and (4) a mentor/teacher provision allowing for on-the-job assistance, feedback on teaching, and/or guidance.

Implications for rural districts can be drawn from the literature. First, research suggests that alternative routes may not overcome certification needs of small, rural schools. This is because most small, rural schools lack the resources to adequately provide a mentor and follow-up program. These programs are producing teachers with a high degree of specialization and it is unlikely that rural high schools will be able to attract these candidates. Second, alternative certification does not, at present, provide mechanisms to induct local people into rural schools. However, this may become possible if small, rural schools are able to develop consortia to implement adequate follow-up for the alternative route candidates.

This synthesis is intended to be a resource for rural education practitioners, policymakers, and researchers.

Contact:

Northwest Regional Educational Laboratory, Rural Education Program,
101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339.

4.1 Teachers of the Year Speak Out: Key Issues in Teacher Professionalization

The Southeast's Teachers of the Year, many from rural schools, were brought together to discuss key issues in teacher professionalization. Their discussions and suggestions, along with policy implications, are summarized in this policy brief. The brief explores characteristics of innovative teachers, teacher needs, leadership development, change strategies, preservice education, and professional development.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177, 904/329-3847; $1.00.

4.1 Schools for the 21st Century: New Roles for Teachers and Principals

Education reform is beginning to sweep in major changes affecting the nature of education and how schools do business. Teachers are an integral part of this reform and their roles are undergoing change and growth. However, because of geographical isolation and budget constraints, rural teachers often find themselves without information and resources related to their changing roles.

This publication explores new roles that teachers have assumed as mentors, researchers, school decision makers, and facilitators of learning. It offers examples of principals serving as team builders, "empowerers," and visionary leaders. It also provides descriptions of successful school programs as well as a list of resources and contacts on current approaches to school reform.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
(904) 329-3847; $7.00.

4.1 Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom

Not since the turn of the century has the United States experienced such a significant increase in the number of immigrant school-aged children. The ethnic minority population in the U.S. is increasing at a much faster rate than the general population. Rural school systems are facing rapidly changing demographics in their classrooms. However, rural teachers often have limited experience or support to help them communicate and learn in today's culturally diverse classrooms.

Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom shows teachers how to become more sensitive and responsive to the needs of students of different cultures and how to enrich education by infusing instruction with a multicultural perspective. Several dozen ready-to-use activities, examples of successful school programs, and lists of helpful organizations, contacts, and publications are included.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; $7.00.

4.1 Teacher Evaluation

Teacher evaluation systems serve different purposes. They can be used for accountability or improvement. Many school systems try to use administrators as both formative and summative evaluators. Such systems rarely result in professional growth among experienced, tenured teachers. New approaches to evaluation (portfolios, videotapes with peers) are needed that emphasize growth for experienced teachers. Three partner schools (one of which is rural) were provided training in formative teacher evaluation methods and then asked to design and pilot a formative evaluation system in their district. A SERVE publication, *Designing Teacher Evaluation Systems that Support Professional Growth*, was printed building on the experience with these three schools. More rural school districts are now participating. This program may be particularly valuable for rural districts in that it builds on peer feedback and uses the resources and expertise within a school so that improvement in teaching is less dependent on outside resources.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; $7.00.

4.1 Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools

Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools focuses on the Systematic Staff Development for School Improvement Model, which is a continuous, planned, sequential process used to design inservice programs relevant to a district's school improvement goals. The manual includes a trainer's script and transparency masters, participants' activities, and supplemental resources. Simulation activities guide participants through the systematic staff development process.

The training may be offered over a two-day period or in several shorter sessions corresponding to individual sections of the manual. These sections include:

- The School Improvement Process and Systematic Staff Development
- The School Leadership Team
- School Goal Setting and Needs Assessment
- Action Plans for Staff Development
- Implementation and Evaluation
- Team Building

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $60.00.

4.1 Pacific Educators In Residence (PEIR)

The Pacific Educators In Residence Program is one of the ways in which the Pacific Region Educational Laboratory (PREL) draws on the expertise of Pacific Islanders in rural and distant regions. The PEIR program provides an opportunity for educators in the region to develop and enhance their expertise in a given topic area by working at the laboratory. PREL annually solicits nominations and applications for appointment as a PEIR from teachers and/or administrators in the region. Participants must be employed by their local department of education, have a Bachelor's degree, and be endorsed by their chief state school officer. They must also have a background in one or more of the priority areas of the laboratory. The local department of education continues to keep the PEIRs on payroll and PREL provides air fare, a monthly living allowance, and a local bus pass.

The *PEIR – Pacific Educator in Residence Handbook* is provided to each participant. It gives program information and, perhaps most importantly, includes daily living information to assist in acculturation.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

4.1 Training of Trainers

In a region as vast and isolated as the Pacific, it is essential to develop the skills and expertise of the region's people. History documents the failure of outside "experts" to create and sustain positive educational change. With limited resources and escalating costs, it is clear that local solutions to local needs are necessary. In order to develop this regional expertise, a number of PREL's training services have built in programs to train trainers. Ideally, this process would be included in all services provided to an entity and the region as a turnkey mechanism. The training of trainers model allows for a cadre of local educators to be trained on-site. This cadre, then, supports the on-going implementation and evaluation of the particular program or service. They are also available to support similar programs or services throughout the region. "Home expertise" is highly valued and has proved very successful.

Contact:

Rita Hocog Inos, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

4.1 Directory of Pacific Professionals for Educational Improvement

The *Directory of Pacific Professionals for Educational Improvement* illustrates the wealth of talent in the Pacific for improving the region's education. It lists employees of Pacific departments of education, institutions of higher education, and the Pacific Region Educational Laboratory. The directory is neither inclusive nor exclusive; however, it is limited primarily to trainers for educational improvement. Each entry includes the individual's phone/fax numbers, education, personal statement, and training and service expertise. A list of organizations that provide training services to Pacific educators is also included.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

4.1 Annual Pacific Educational Conference

From its humble beginning in a school library in Guam, the Annual Pacific Educational Conference has grown and improved to become the premier event for teachers, administrators, and community members throughout the vast Pacific region. In 1984, the concept of regional cooperation for educational improvement was relatively new to Pacific educators and most of the conference presenters came from outside of the region. Since then, a set of traditions and improvements have developed around this event. Today, the conference is distinguished by the fact that it is planned and executed by Pacific educators for Pacific educators. Pacific educators, most of whom are from small, rural, isolated schools, lead almost 90 of the more than 100 programs typically offered at the conference. Proceedings and evaluation reports for each of the past conferences are available.

Contact:

Kay Noguchi, PREL Resource Center, Pacific Region Educational Laboratory,
828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000;
fax: 808/533-7599.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

4.1 Attracting, Retaining, and Developing Quality Teachers in Small Schools – Information Packet #5

This packet is a compilation of articles for rural and small schools. Section I addresses the issues surrounding recruiting and retaining good teachers, national certification for teachers, effective advertising and recruiting techniques, incentives, and teacher induction information. Section II contains articles concerning challenging and enriching current staff: career ladders, teacher renewal programs, peer and team coaching, and cooperative teaching.

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Square, Suite 950, Andover, MA 01810; order no. 9040-RP; $14.00.

4.1 Effective Staff Development in Rural and Small Schools – Information Packet #8

This packet is a compilation of articles that address the realities of staff development in rural and small schools. It is divided into four sections. Section 1: A general overview of current research on staff development. Section 2: Successful staff development practices at the district and school levels. Section 3: Collaborations and partnerships for staff development. Section 4: Additional resources and a bibliography.

Contact:
Available through ERIC\CRESS (ED 320 739).

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

4.1 Continuing to Learn: A Guidebook for Teacher Development

Continuing to Learn: A Guidebook for Teacher Development has been used by rural, suburban, and urban educators (in conjunction with 4.1 *Building Systems*) to develop their own staff development system. Based on sound research and good practice, it defines the characteristics and components of good staff development programs and recommends ways to establish and improve them. A major section describes a dozen structures and strategies that provide alternatives to traditional inservice workshops, such as action research, partnerships, teacher institutes, peer coaching, mentoring, and clinical supervision. The guide also contains a chapter on evaluation of professional development programs.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Square, Suite 950, Andover, MA 01810; order no. 9033-RP; $12.00. Also available through ERIC\CRESS (ED 285 837).

4.1 Building Systems for Professional Growth: An Action Guide

As rural educators strive to do more with less, this guide gives them a resource to help develop their own staff development program. Developed through interaction with staff developers from all types of educational settings, *Building Systems for Professional Growth* gives educators the tools to develop comprehensive and collaborative systems for professional development in their schools, districts, and states. Chapters in the guide cover all steps in building a staff development system from conception to evaluation. It has been designed for staff development leaders who want to engage others in designing professional growth opportunities for all staff. Each chapter includes not only a topic overview, but also group activities, notes to the trainer, presentation scripts, case studies, assessment tools, articles, handout and transparency masters, and other resources. For those who cannot bring in facilitators, this guide is a practical, self-guided tool for the creation and maintenance of a professional staff development system.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Square, Suite 950, Andover, MA 01810; order no. 9065-RP; $95.00 (includes a copy of 4.3 *Continuing to Learn*). Also available through ERIC\CRESS (ED 329 512).

TRAINING PROGRAM

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

4.1 Mentoring: A Resource and Training Guide for Educators

Piloted in rural districts as well as others, *Mentoring: A Resource and Training Guide for Educators* was developed in response to research showing that mentoring can make a new teacher's first year a successful one and can help an experienced teacher feel renewed and rejuvenated. The research also shows that new teachers who participate in a mentoring program are more likely to stay in the profession, a finding which has significant import for rural schools. Each chapter includes a brief review of the research and literature on the topic, a set of detailed activities, and a list of suggested resources. By choosing specific sections and activities (that include specific directions, handouts, and masters for overheads), a school district can design a program to best fit its needs.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; full guide, order no. 9802-RP; $98.00. Chapter 1, *Understanding the Critical Components of a Mentoring Program*; order no. 9805-RP; $30.00. Chapter 2, *Developing a Mentoring Program*; order no. 9807-RP; $30.00. Chapter 3, *Preparing Mentor Teachers*; order no. 9809-RP; $30.00.

4.1 Recruiting and Retaining Teachers in Rural Schools

Rural school administrators are in a perpetual search for new teachers, particularly in the Far West region where teacher shortage is fueled by large and sustained growth in student enrollment. It is not unusual, for example, for a rural district in the region to have experienced five or six percent enrollment growth every year for the past six to eight years.

Issues of recruiting and retaining teachers are explored in *Recruiting and Retaining Teachers in Rural Schools* by Deanne Stone. In particular, this *Knowledge Brief* describes successful recruitment and retention strategies school practitioners have used in rural schools.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000; $3.00.

4.2 Reflections on the Practice of School Leadership

School administrators function in highly complex work environments that often require them to shift focus from one issue to another and make instant decisions about them. In the course of a work day, week, month, or school year, administrators have very little time for reflection on their work. Yet, sharing on-the-job learnings is a significant way to prompt discussion and debate about school practice among aspiring administrators, staff developers, policy makers, and parents who wish to gain insights into the complexity of the workplace, called schools.

Far West Laboratory has developed a substantial knowledge base on firsthand narratives from practicing urban, suburban, and rural administrators. Two of the publications, in particular, contain discussions of issues which are most relevant for rural school administrators.

School Leadership: Reflections on Practice by California's Instructional Leaders contains descriptions of school practices by 47 school administrators from a variety of school settings. Topics are grouped into sections such as: Accepting New School Assignment; Using Student Performance Data to Improve Instruction; and Recognizing Community Partners.

Reflections on Leadership by Nevada School Administrators of Color consists of descriptive cases by seven Nevada administrators who wrote about the day-to-day challenges of managing ethnically and racially diverse elementary and secondary schools in Nevada.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000; *School Leadership: Reflections on Practice by California's Instructional Leaders*, $15.00; *Reflections on Leadership by Nevada School Administrators of Color*, $8.50.

4.2 The Rural Teaching Principal

Often in small rural schools, the principal is also a full-time teacher or maybe the superintendent. It isn't rare for that same person to also be bus driver, community leader, supervisor, colleague, parent, and friend. Each multiple role occupant is a boundary spanner, moving from role to role, constantly refining each role. The result is a level of stress that can threaten the very satisfactions that drew him or her to the job.

The Rural Teaching Principal: Meeting the Challenges of Multiple Roles, by Joan McRobbie, documents the experiences of eight rural teaching principals and provides suggestions on how to cope with role conflict stress, role ambiguity, and work overload; and how to develop supportive networks and community outreach.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000; $3.00.

4.2 Reducing Teacher Turnover in Reservation Schools: A Guide for Administrators

Teacher retention in rural areas is often cited as a continuing challenge. Nowhere is this more common than in the small, rural school located on or near Indian reservations. This guide explores the causes and remedies for high teacher turnover, based upon a synthesis of research literature, school surveys, case studies, and a forum of effective reservation school principals. The guide was developed by the R&D Program for Indian Education of the Northwest Regional Educational Laboratory.

The guide is intended for school boards, administrators, and community members concerned with improving the recruitment and retention of effective teachers for their rural, reservation schools.

Contact:
Available through ERIC/CRESS (ED 288 686).

4.2 Rural Administrative Leadership Handbook

The primary job skill a rural administrator needs is the ability to change roles fast and frequently. The sign on the door may say "Superintendent," but roles throughout the workday can range from principal and teacher to business manager, personnel director, public relations coordinator, curriculum specialist, or transportation chief.

The *Rural Administrative Leadership Handbook* was prepared in 1989 to provide a summary of research and practices gleaned from the literature and Northwest educators.

The handbook is written in eight self-contained chapters so that each chapter may be read as the need arises for that particular information. The chapters include: getting to know the community; working with the school board; leadership and management; problem solving and decisionmaking; conflict resolution; time and stress management; vision building; and, teacher recruitment and retention.

The handbook is designed for use by rural school administrators and by graduate students preparing for a career in school administration.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $10.90.

4.2 Spotlight on Rural Schools in New Jersey: A Directory of Effective Programs, Practices, and Resources for Educators

Because of their isolation, information about what works in one local rural school does not always find its way to other rural schools. *Spotlight on Rural Schools in New Jersey* was written in response to the collective need of New Jersey rural educators to learn more about local strategies and resources to improve education for all rural students. The directory is the result of a collaborative effort between Research for Better Schools, the New Jersey Rural Assistance Council, the National Diffusion Network Project of New Jersey, the New Jersey Association of School Administrators, and the New Jersey Department of Education. It includes articles, descriptions of promising practices, ideas that work, and a directory of rural schools in New Jersey.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

4.2 Rural Administrative Leadership Handbook

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Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

4.2 Spotlight on Rural Schools in New Jersey: Directory of Rural Education Information

Information about local resources does not always find its way to rural schools because of their isolation from the mainstream. This directory, compiled by Mercedes Fitzmaurice, is a collaborative effort of Research for Better Schools (RBS), the New Jersey Rural Assistance Council (RAC), and the New Jersey Department of Education's County Superintendents. It lists the names, addresses, and telephone numbers of New Jersey RAC members, RBS Rural Education staff, and the state's rural superintendents. The bulk of the directory consists of information about 120 school districts in New Jersey that were identified as rural by RBS and various state groups. The information includes a map locating New Jersey's rural school districts by county, and a listing by county of names, addresses, and telephone numbers of the districts' superintendents. Information is cross-referenced by district and superintendent. The directory would be useful to rural administrators who want to network with other rural administrators.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

4.2 Implementing Rural Education Assistance Plans: An Interim Report

Rural schools and communities typically lack the necessary resources to redesign or reform themselves. To respond to this need, Research for Better Schools created Rural Assistance Councils (RACs) in the states of the mid-Atlantic region (Delaware, Maryland, New Jersey, and Pennsylvania). The purpose for doing so was to help rural school districts develop enhanced capacity to engage in their own school redesign efforts. This report traces the four-year history of the RACs by describing the activities in which each of the RACs has engaged to promote rural school redesign as well as some preliminary findings.

Some of the RAC activities described include: 1) how each RAC was formed and organized; 2) how each RAC arrived at a working definition of rurality; 3) how statewide rural education improvement plans were developed; 4) how information was disseminated about the plans; 5) how resources were developed for implementing the plans; and 6) how local school improvement or redesign activities were supported.

Five major findings are discussed. They address state support for the RACs, identifying RAC members, planning, laboratory participation, and identifying and disseminating promising rural practices. The report is useful to members of state-level organizations who are considering ways to build capacity for change in their rural schools.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

4.2 Creating Positive School Environments

Almost every community, small or large, rural or urban, wealthy or poor, minority or majority, has been effected by random and senseless acts of violence. Since our schools are a reflection of these communities, violence has become an issue that educators must confront daily. In response to the growing concerns about how to reduce school violence, the SouthEastern Regional Vision for Education provides school districts with the technical assistance to develop comprehensive plans to address this issue.

Basics of Technical Assistance:

- SERVE's Hot Topics publication *Reducing School Violence* is used as the foundation.
- A two-day seminar designed for teams representing a school community provides the necessary training for: (1) managing a crisis, (2) focusing on the long-term solutions to violence, and (3) creating safe supportive school environments.
- Follow-up training in specific areas is provided by SERVE staff or resource persons recommended by SERVE.

Contact:

Deborah Childs-Bowen, SERVE, 41 Marietta Street, NW, Suite 1000, Atlanta, GA 30303, 404/577-7737 or 800/659-3204.

4.2 Leadership for Change Training

Leadership for Change Training is a set of professional development materials and activities for use by individuals who provide training and technical assistance to educational leaders. The focus of this training is putting planned change into place, not dreaming about change or planning for change.

The training constitutes approximately four and a half days and covers the following concepts:

- Why leadership is essential to implementation
- Leadership characteristics of those who facilitate change
- How to create a context and culture conducive to change
- How to develop and articulate a shared vision based on student outcomes
- How to align your vision, plan, and resources
- How to plan effective staff development that will help you accomplish your vision
- How to provide the continuous assistance essential to full implementation

These materials require a trained facilitator. SEDL has identified, trained, and supported a cadre of Change Trainers in each of its region's states.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861.

4.2 Guidelines for Staff Development Providers: A Resource Book for Rural Educators

Guidelines for Staff Development Providers: A Resource Book for Rural Educators assists rural educators in planning staff development and is a companion document to *Patterns for Country Stars*. It contains helpful suggestions for administrators planning staff development in areas such as assessing local needs and resources, hiring consultants, and planning sessions. Sections include an annotated bibliography, contact information for agencies and organizations that are resources to rural, small schools, and descriptions of staff development programs in exemplary rural, small schools.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $44.00.

4.3 Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories

Native Americans – American Indians, Alaska Natives, and indigenous people of the U.S. territories – constitute a diverse ethnic group, and they are probably the *most rural* of all ethnic groups in America. Approximately 50 percent of American Indians and Alaska Natives live in rural areas – compared to less than 25 percent of the general population.

The current, revised, edition of this popular directory brings together, in a single volume, a great deal of information for educators and community members concerned about these populations. Published in 1993, it is a major expansion of the previous edition.

The updated directory has about 400 entries, with several new sections. It features information, not only about organizations and resources related to American Indian education, but also related to the education of native peoples in Alaska, Hawaii, the American territories, Canada, and other nations. A new section on postsecondary institutions contains contacts for tribal colleges and other colleges and universities with programs and services for native students. Other sections describe federal programs that have regional offices to serve educators of native students. The directory, indexed by state and organization, does not include tribal information.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348, Charleston, WV 25325, 800/624-9120; $12.00 postage paid.

4.3 Rural Education Directory

"Rural" represents an extremely diverse set of local circumstances, customs, and needs. This 1993 directory provides a kind of map – organized by national organizations, federal government programs, and state entities – of human resources concerned with rural education.

Sections include: (1) national organizations (associations, networks, centers, clearinghouses); (2) federal government programs (regional educational laboratory rural program coordinators, National Diffusion Network state facilitators, and other federal and Congressional offices);
(3) state organizations (NREA affiliates and other state-based groups);
(4) state department of education rural program coordinators; (5) state data centers; and (6) rural education journals.

Entries provide contact name, address, telephone, and (often) FAX numbers. Most entries also describe the entity's purpose and projects. Two indexes are included – one by state and the other by organization name.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348, Charleston, WV 25325, 800/624-9120; $12.00 postage paid.

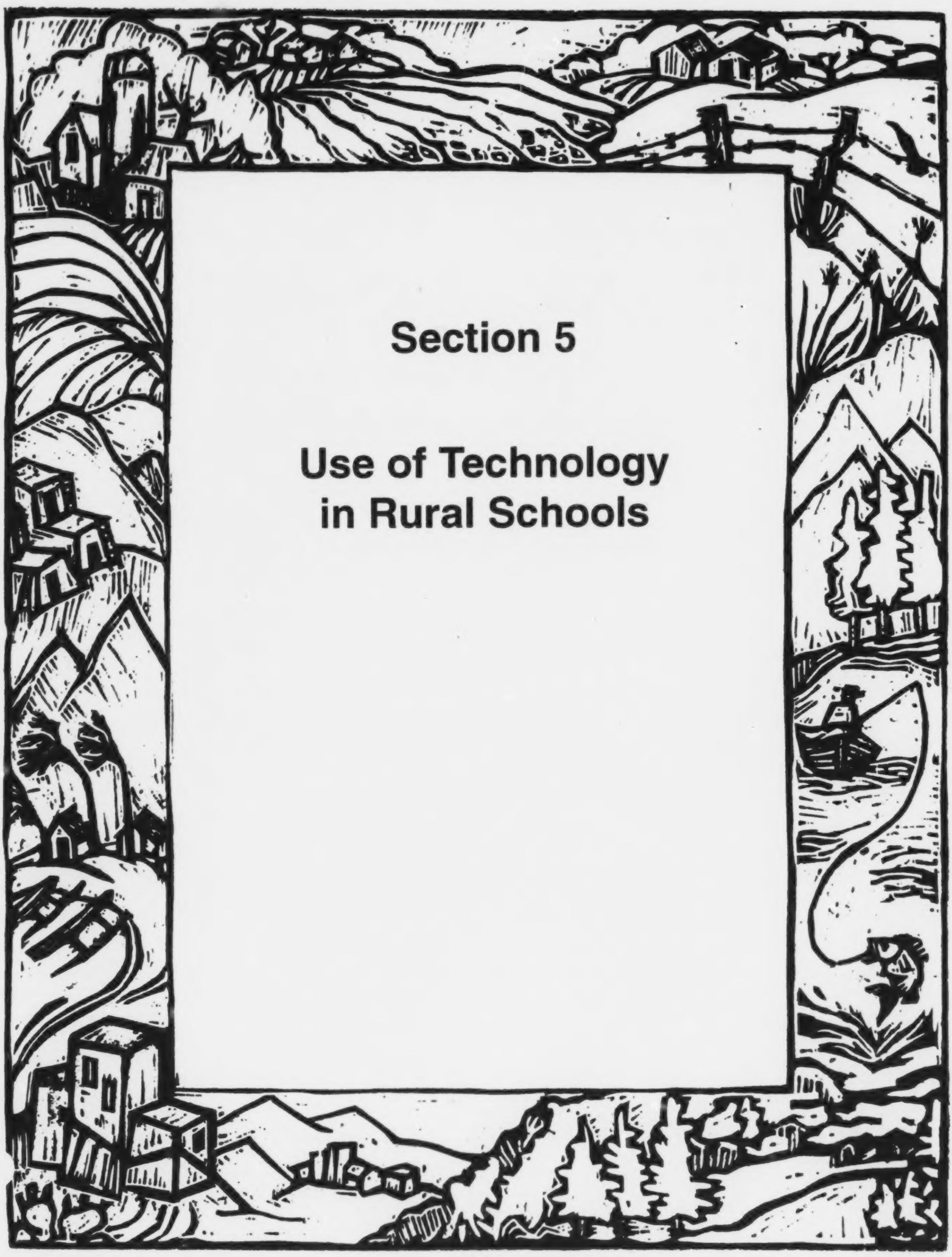
4.3 Program for Infant/Toddler Caregivers

The Program for Infant/Toddler Caregivers is a comprehensive training program for infant/toddler caregivers. It has produced a series of ten broadcast-quality training videos in three languages (English, Spanish, and Chinese). The videos are supported by a series of guides on infant/toddler caregiving as well as training manuals for presenting the materials to caregivers.

The videos and support materials are organized in four modules: 1) Social-Emotional Growth and Socialization; 2) Group Care; 3) Learning and Development; and 4) Culture, Family, and Providers. Each module provides strategies and structures for caregiving based on sound developmental theory and research.

Contact:

Terry De Martini, Center for Child and Family Studies, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/331-5277.



Section 5

Use of Technology in Rural Schools

Technology in Rural Education

The rural countryside seems an unlikely place for hi-tech innovation. Nonetheless, rural schools have come to realize that with the tools of technology, they can take part in the Information Age.

Technological change has been a way of life in rural America. Over the past 50 years, a mechanical revolution has taken place in nearly all natural resource-based economies. That is now being replaced by a revolution in information technology that could have an even more dramatic impact. With advanced communication and information technologies, rural schools and communities can tap into the same information and opportunities as schools and communities located in larger, more accessible areas.

The promise of technology means that rural schools can remain geographically isolated and still meet the national educational goals. Small, rural school districts that do not want to be physically consolidated can become "electronically linked" to one another, sharing resources and expertise.

Rural schools have traditionally been the center of rural communities. New telephone, computer, and video communications now available to rural communities offer a unique opportunity to reshape the educational environment as well as to support to social, communication, political, economic, and recreational aspects of rural life. Rural schools that make use of technological tools can link and cooperate with others, thereby strengthening their own chances of survival and improvement.

Rural leaders have begun to implement advanced telecommunications so that they can collaborate with educational, social service, health, and government agencies. Telecommunications technologies are supporting and enhancing the arts and cultural activities, economic and business development, the legal and justice professions, health and human services, training and education, and a broad spectrum of political, governmental, community and individual interests. The use of technology in education offers a way to improve the breadth and depth of the curriculum, expand staff development activities, and facilitate cooperation among districts—all positive changes that run counter to prevailing arguments to close rural, small schools.

The publications, products, and programs in this section of the portfolio address many of the questions rural educators are asking about the implementation of new technology: Where do I find resources? How do I get technical assistance? What effect does the use of technology have on student achievement? How do I select the right technology? What state and local policies need to be put into place for technology to truly have an impact? We invite educators to browse through the following descriptions for a glimpse of the potential that technology has to offer rural schools.

The Regional Laboratory
for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

5.1 On-Line Learning Technologies: Networking in the Classroom — Information Packet #16

This information packet is compiled in response to the efforts in rural schools to bring students, educators, and administrators online and to address ongoing restructuring endeavors in schools. There are five sections. The first consists of introductory articles which give general explanations of networking. In the second section are articles on funding, perhaps the most important concern for rural and small schools. The third section describes classrooms and schools where networking technology is being implemented. Issues such as equitable access, ethical use, assessment, and staff development are examined in the fourth section. The last part of the package is a resource list of computer and educational journals, informational organizations and online services available to schools.

Contact:

Publications Department, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Sq., Suite 900, Andover, MA 01810; order no. 9094-RP; $12.00.

5.1 SEEDS/ Rural Technology Update, Volume 1, #1, Future Learning Environment

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue, entitled *Future Learning Environment,* discusses the role of technology in K-12 education and its potential to empower teachers to be professional educators and mentors.

This issue describes two projects using advanced telecommunications that exemplify the future learning environment. The Jason Project shares oceanographic explorations through interactive broadcasting with students all over the country. Through the National Geographic Kids network children are able to use computers to conduct valuable experiments on weather, acid rain, water pollution, and other natural phenomena.

With such projects students, teachers, and scientists work together and communicate directly with each other, eliminating the time it takes for new knowledge to enter the classroom.

This issue also offers a summary of the potential roles that technology can play in education.

Contact:
Southwest Educational Development Laboratory (SEDL), 211 East Seventh Street, Austin, TX 78701, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 1, #2, Improving Education in the Information Age: A Systems Approach

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue, entitled *Improving Education in the Information Age: A Systems Approach,* deals with the formidable task of instituting change in order to prepare children for the 21st century. It suggests that decisionmakers seeking to resolve complex problems move beyond thinking about individuals and individual organizations. They must begin to think about systems – policy systems, education systems, social service systems, information systems, technology systems.

To support systems thinking, decisionmakers will need to be able to share information in ways that will cross boundaries. New technologies can provide the potential for drawing the policymakers themselves, information resources, and all other components of the system "toward a politics of collaboration."

Through a series of practical field examples, this issue outlines problems indicating the need for a comprehensive systems approach and provides solutions toward implementing such an approach.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 1, #3, Louisiana: Reaching Out with Technology

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

Louisiana has been aggressively pursuing technology to revolutionize its educational effectiveness. With its large, rural population and its desire for economically sound educational impact, the state has many initiatives to improve educational options for its children.

This issue describes various initiatives from a statewide systemic initiative (LaSIP) to improve the teaching of mathematics and science to a Hypertext Folklife Curriculum Project which is being offered in a small rural school in eastern Louisiana. Other projects described are the Louisiana Statewide Distance Learning Network and the Telelearning Project, which offers college preparation courses to remote schools through telecommunications and computer interactivity.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 1, #4, New Mexico's Innovative Practices in Educational Technology

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

While the state of New Mexico has planned ambitiously for the use of educational technology in the next century, schools in the state have already initiated or are eager participants in existing innovative efforts. In New Mexico, distances and economics make duplication of effort unrealistic, impractical, and in the end, unlikely. As a result, educators are moving toward networking and distance learning, both inside and outside the state, which offer schools the opportunity to share valuable and scarce resources.

In addition to describing the activities of New Mexico's Education Technology Planning Committee (ETPC), this issue deals with a variety of innovative projects taking place in New Mexico, including: New Mexico Technet, The Supercomputing Challenge, New Mexico Network for Educational Communications, National Geographic Society's Kids Network, The Educational Native American Network, The Eastern New Mexico Distance Learning Network, Star Schools, I*EARN, and the Traveling Multimedia Laboratory and Summer Technology Institute.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 3, #1, Oklahoma's Innovative Practices in Educational Technology

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue of *SEEDS* looks at several innovative uses of education technology in Oklahoma as examples of what can result when schools see beyond machinery to the achievements machines make possible when they are harnessed by creative people.

The issue begins with three innovative schools in Fairview, Lawton, and Tulsa, then reports on two multi-district interactive television projects in the Panhandle and in Grady County, and concludes with three subject-level innovations, two of which focus on science.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 3, #2, Arkansas' Innovative Practices in Educational Technology

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue of *SEEDS* focuses on *concept* and *procedure* as Arkansas' notable innovations in the use of educational technology. Two projects are highlighted: IMPAC, the Instructional Microcomputer Project for Arkansas Classrooms; and APSCN, the Arkansas Public School Computer Network. Each is statewide in scope, and each exhibits the success that can result from a fresh concept and a well-designed procedure.

Through innovative concepts like IMPAC and the barrier-breaking processes used to create it, Arkansas has experienced more than 10 years of organized, systematic, and pragmatic implementation of computers in education. This model, with its track record, advances in technology, and inclusive implementation process developed by APSCN, has provided the ingredients necessary to tackle the enormously complex effort of linking virtually every educational institution in the state through computers.

Contact:
Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 3, #3, Texas' Innovative Practices in Educational Technology

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue of *SEEDS* gives an overview of the Texas *1988-2000 Long-Range Plan for Technology* and the initiatives that have sprung forth from the implementation of this comprehensive educational technology plan. In addition to discussing the Technology Preview Centers and the Advisory Committee for Technology Standards, it describes the following initiatives: the Texas Center for Educational Technology (TCET), The Texas Education Network (TENET), Centers for Professional Development and Technology (CPDT), and Texas School Telecommunications Access Resource (T-STAR).

Also specific projects are highlighted, including: The TeleCommUNITY Network, San Marcos; the North East Independent School District, San Antonio; the Northbrook Middle School, Houston; The ACT Academy, McKinney; the Cavazos Junior High School, Lubbock.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 SEEDS/ Rural Technology Update, Volume 3, #4, Internet, Education, and the Southwest

The *SEEDS/Rural Technology Update* is a quarterly publication of Southwest Educational Development Laboratory. It reports on programs, practices, processes, policies, and ideas that create effective learning environments for rural communities and is of particular interest to policymakers, educational technologists, and rural educators.

This issue of *SEEDS* gives an historical overview of the development of the Internet in education. It also describes the implementation and use of the Internet in SEDL's five-state region, which includes the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $3.00.

5.1 Using Technology to Improve Teaching and Learning

Technology has often been touted as the remedy for all rural schools' ills. Unfortunately however, rural teachers often find themselves with the equipment but no support or training on its most effective use.

This publication provides information on how teachers can more effectively use computers and other instructional technology to actively engage students in meaningful instructional activities. It also includes examples of specific activities teachers can use in their classrooms and identifies useful resources.

Contact:

NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177,
904/329-3847; $7.00.

5.1 Salem County 2000 Technology Initiative and Technology Plan

Rural schools do not always have the human and technical resources required to engage successfully in complex restructuring ventures. *Salem County 2000* is a community-based model of rural school restructuring. Salem County is a pilot site of the New Jersey Rural Assistance Council, with Research for Better School staff providing technical assistance. The model is based on a needs assessment of rural school staff and community members. It aims to ensure that appropriate technology is implemented as a systemic part of school restructuring. A planning team is moving technology into the county's rural schools in order to improve both the quality and equality of instruction for students. The plan would be useful to those who want to learn how to do school/community needs assessments and how to develop technology plans as part of a community-based rural school restructuring effort.

Contact:

Mercedes Fitzmaurice, Research for Better Schools, 444 North Third St.,
Philadelphia, PA 19123-4107.

5.1 The STICKS Project: Science and Technology in Classrooms – Keystone State

Rural teachers who have Internet access and want to explore its educational applications would be interested in this Pennsylvania project to develop environmental and community-based curricula. One objective of the project is science instruction, but another objective is engaging students in on-line, collaborative inquiry. It particularly aims to involve underserved middle school students. The technology utilized includes: (1) classroom computers for entering and analyzing data; (2) computer networks for connecting the project's rural schools; and (3) satellite technology for downloading weather data. Using this technology, rural students and teachers collaborate with other students and teachers, both regionally and globally, to aggregate data on environmental and community issues and share curricular materials.

Contact:

Rick Grove, Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

5.1 Internet 101

Pacific Islanders are well aware of the "tyranny of distance." This region has some of the world's most isolated, rural schools. Overcoming this distance problem and providing access to information is a continuing challenge. One resource that is becoming more and more feasible is the Internet. *Internet 101* is a publication by the Pacific Region Educational Laboratory designed to introduce Pacific educators to the wonders of global networking and to interest practitioners in exploring the Internet. Rural teachers may want to exchange lesson plans with other teachers, or search a database of successful school practices, or consult with researchers, or involve a class in an international project with students in other countries. *Internet 101* describes the Internet in detail, discusses basic Internet applications, and presents some real-life examples of networking and K-12 education.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

5.1 The School Administrator's Primer on Distance Learning: Two-Way Interactive Television (I-TV) via Fiber Optics

This "user friendly" document addresses the administrator's need to understand the educational and cost issues involved in establishing a two-way interactive television network among clusters of rural schools. It translates the technical language and addresses the many myths that tend to be a part of planning such networks, enabling potential clients to ask the right questions of telecommunications vendors. Comparisons are made across different delivery systems: analog fiber, digital fiber, T-1 compressed networks, micro-wave networks, ITFS/LPTV networks, and satellite networks, for example. Possible configurations for interactive distance learning networks are provided along with procedures for estimating costs.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd., Suite 500,
Aurora, CO 80014.

5.1 Audiographic Distance Learning Handbook

For some rural schools, the combination of audio and graphics technology provides a viable distance learning option. The system requires low-cost equipment: a 285 computer, appropriate software, a video camera, a digital drawing pad, a modem, speaker phones, and a dedicated telephone line. And it requires very little training to operate. The audiographic system allows the transmission of audio messages and graphic images from an originating site to receiving sites some distance away. Schools have used the system to provide high school courses to remote and isolated areas.

The laboratory tested the system with several rural school districts in the Great Basin region of Utah. As a result of the field test, the laboratory developed *Audiographics Distance Learning: A Resource Handbook.* The handbook provides directions on how to install the system, what equipment and software to purchase, and how to use it to maximize learning.

Contact:

Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000.

5.1 Developing Rural Consortium on Instructional Technology

How can rural schools find support and resources to implement educational technology programs? The Northern Instructional Technical Assistance Consortium (NITAC) began as a purchasing consortium of educators and representatives from business and industry in the 11 most northern, rural counties of California. In the past year, Far West Laboratory (FWL) has provided technical assistance to NITAC for educational planning, funding, and implementation. From those meetings an educational technology needs assessment survey instrument was developed that will also be useful for similar needs assessment survey projects in the four-state region as part of FWL's development efforts for rural technology planning and implementation.

FWL is assisting NITAC in the analysis of its findings so that they may proceed with their educational technology planning. With the belief that educational technology planning is on-going, FWL provided the technical assistance for NITAC to establish committees and working groups to proceed with fund-raising, implementation, and evaluation issues.

Contact:

Kathleen Tyner, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

5.1 Information Technologies in Small, Rural High Schools

Information Technologies in Small, Rural High Schools discusses how 11 school districts solved the problem of limited access to information by forming the Southside Virginia Library Network. It also explains the role Appalachia Educational Laboratory's Rural Small Schools program played in expanding the Southside Virginia Library Network through the use of ERIC on CD-ROM. Information about student and teacher use of the library network resources is the main topic of this document. The information technology resources discussed in this document include: CD-ROM databases, videodiscs, on-line databases, FAX machines, and microforms.

Contact:

Appalachia Educational Laboratory, Resource Center, PO Box 1348, Charleston, WV 25325, 800/624-9120; $4.00 postage paid.

5.2 The Distance Education Handbook: An Administrator's Guide for Rural and Remote Schools

Each distance learning technology system has distinct advantages and disadvantages. To choose the system that's best for them, rural schools should examine different systems' characteristics while keeping their own needs in mind. Author Bruce O. Barker discusses the three most popular distance education technologies – satellite delivery, audio graphics delivery, and two-way, full-motion TV delivery.

The book also discusses distance learning issues and concerns, types of distance learning technologies, costs of distance education, examples of distance learning projects and programs, and effectiveness of distance learning programs. It also includes an extensive annotated bibliography of relevant works available from the ERIC Document Reproduction Service.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, PO Box 1348,
Charleston, WV 25325, 800/624-9120; $10.00 postage paid.

5.2 Technical Assistance for Planning and Implementation of Rural Technology

Far West Laboratory provides technical assistance to teachers and administrators to connect them with technology resources that can improve rural schools. Technical assistance for planning and implementation of technology for rural schools is done via telephone or face-to-face meetings with technology specialists from rural schools. Resources disseminated to educational agencies and teachers include information about: policy, planning, funding, classroom activities, evaluation and assessment, and programs.

In 1993, Far West Laboratory's Office of Educational Technology created an 800 telephone line, the Distance Learning Resource Network (DLRN), so that teachers and administrators from all schools can obtain information about distance learning resources via telephone. Since distance learning is of special interest to rural teachers, the Rural Schools Assistance Program has augmented the DLRN with information of importance to rural schools, as well as publicizing the service to rural teachers.

In addition, the Rural Schools Program at Far West Laboratory meets with teachers by telephone or in person to plan educational technology efforts in their regions. The program provides a range of services from policy and planning documents to classroom activities in the four-state region. In late 1993, Far West Laboratory provided technical assistance to the Southeast Education Service Center in Utah to plan their regional telecommunications backbone and link the technology to effective classroom practices in mathematics and science instruction. The program also provided the Nevada Department of Education with classroom-based activities for the use of telecommunications in the classroom.

The Promise of Distance Learning, a six-page Policy Brief is also available. It describes different distance learning technologies and outlines issues for policy considerations. The Distance Learning Resource Network 800 line can be reached from 8:30 a.m. to 5 p.m. (PST) on weekdays at 800/240-2744.

Contact:

Kathleen Tyner, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

5.2 A Study of Distance Learning Technology in Utah

A Study of Distance Learning in Technology in Utah, by Stanley Chow, Linda Nelson, and Dean Bradshaw, is a statewide assessment of the staff development, instructional, and administrative needs that can be met by distance learning technology.

It employed two data collection activities. First was a series of seven regional focus group meetings held in Moab, Orem, Salt Lake City, Ogden, Cedar City, Salina, and Heber City, Utah. At each regional meeting, a full day was devoted to an overview of distance learning technology and guided discussions with teachers, administrators, board members, and parents. Over 300 Utah educators and parents from rural, suburban, and urban areas attended. The second data collection activity was a survey of school staff from all 40 school districts in the state to ascertain the distance learning capacity and equipment available to schools.

Contact:

Stanley Chow, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

5.2 Distance Learning in North Dakota: A Cross-Technology Study of the Schools, Administrators, Coordinators, Instructors, and Students

This document reports on a comparative study of three distance learning technologies implemented in 28 North Dakota high schools: instruction by satellite, audiographic tele-learning, and two-way interactive television. The study looks at implementation variations within each of the three delivery technologies across sites as well as student and teacher perceptions of instructional quality, student achievement, sources of student and teacher frustrations, student-teacher interaction levels, and implementation costs. The report concludes with recommendations for current and future educators.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd., Suite 500,
Aurora, CO 80014.

5.2 Rural School Development Outreach Project Technology Series, Module I: Distance Learning: Possibilities for Rural Schools

The Rural School Development Outreach Project enhances rural educators' use of research-based information for professional development and school improvement by periodically providing them with self-contained, in-service packages. In addition to supplying materials for in-service, the **Rural School Development Outreach** packages offer guidance to rural educators as to how they might design and conduct it. They are typically multimedia and contain video or audio cassettes, guidebooks, posters, research summaries, or the like.

The **Rural School Development Outreach Project** Technology Series provides rural educators with tools and information they need to develop a clearer understanding of educational technology. With this understanding, they will be able to make better decisions about the use of technology in their schools.

The first Technology Series Module, ***"Distance Learning: Possibilities for Rural Schools",*** includes two engaging documents:

- ***Designing Learning and Technology for Educational Reform*** provides an in-depth discussion of the relationships among technology, instruction, and learning. It offers a new and somewhat unique perspective on these relationships and describes some intriguing possibilities for the uses of educational technology.

- ***Emerging Technologies and the Future of Distance Education*** and ***The Evolution of a Rural Learning Community*** bring the subject a little closer to home by describing educational technologies that are already in use in many schools and by offering an example of how a rural community might set goals concerning educational technologies.

Contact:

North Central Regional Educational Laboratory, Publications Department,
1900 Spring Road, Suite 300, Oak Brook, Illinois 60521 - 800-356-2735. $17.95.

5.2 Distance Learning in Indiana: Opportunities and Challenges for Rural and Small Schools

The development of this document is a direct response to a need identified by the North Central Regional Educational Laboratory's Indiana Rural Advisory Council. The need the members of this group expressed is for a single source of information that will help rural and small school decision makers in Indiana through the initial stages of distance learning planning. Moreover, they felt there is a concomitant need among these decision makers for a tool to assist them as they accumulate, sort, and screen information in a domain where things change very rapidly. Finally, they recognized a need for a users' guide to federal, state, and other policies that might either enable or inhibit the use of distance learning technology that would allow rural and small school decision makers to be aware of — and thus avoid — potential mine fields.

Distance Learning in Indiana contains elements that fill these needs in rural schools and districts. Besides a discussion of distance learning options, a policy and infrastructure status report, and a directory of distance learning services and resources, it includes stories from the field (case descriptions of effective distance learning technology), and a planning guide for installation. Importantly, a pre-planning, self-assessment instrument also is part of this document.

Contact:

North Central Regional Educational Laboratory, Rural Education Program,
1900 Spring Rd., Suite 300, Oak Brook, IL 60521, 800/356-2735. $4.95.

PUBLICATION

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Regional
Educational
Laboratory

5.2 Use of Technology in Rural Schools

If you are a rural teacher or administrator looking for ways to enrich and extend the curriculum for your students, consider the variety of learning opportunities offered through distance education and telecommunications. Schools look to these options, not only to provide courses which normally would not be available in a small school, but also to open doors to supplementary information resources and learning activities that can be integrated with existing curricula, and can extend the vision of rural students beyond their community.

The *Distance Education Resource Directory for Northwest Schools* provides descriptions and contact information on the producers and other sources of televised and non-televised distance education options, both full course and supplementary, available in the Northwest.

The directory is a compact and ready source of information for educators who are learning about distance education or are planning for its use. It is intended to present a broad view of distance education options and identify sources of further information. Entries can be identified by delivery mechanism or curricular role (primary or supplementary).

The directory is intended for teachers, administrators, and others responsible for identifying and selecting instructional tools and planning the school curriculum.

The directory is revised and re-issued by April 1 each year. It is provided to SEAs in the Northwest region in quantity with rights to duplicate and distribute.

Contact:

Northwest Regional Educational Laboratory, Document Reproduction Service,
101 SW Main St., Suite 500, Portland, OR 97204; $7.90.

5.2 Technical Assistance in Developing Distance Technology Plans

Electronic technologies are given a lot of importance in discussions of educational reform and improvement. With the day-to-day and week-to-week press of responsibilities to students, parents, and colleagues, strategic and long-term planning is something that educators find little time to do or think about. Yet, with the size of investments required for electronic technologies to be effective in the classroom, and rapidly changing technologies, planning for technology in the school has never been more important.

Training in the planning process and assistance in the development of district technology plans, including identification and selection of options, is provided to small and rural school districts in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. Services in other states can be arranged collaboratively through your regional educational laboratory.

Planning assistance is intended to provide a framework, training, and objective assistance in developing realistic and effective plans for acquiring and using electronic technologies in rural schools.

Assistance is provided to rural school districts who wish to develop useful technology plans in the Northwest region upon request from district personnel to the Technology Program of Northwest Regional Educational Laboratory. A limited amount of training and assistance is provided free. Extensive plan development requires a contract for services.

Contact:

Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, 800/547-6339

5.2 Pan-Pacific Education and Communication Experiments by Satellite (PEACESAT)

Through a partnership with the University of Hawaii and the various PEACESAT stations in the Pacific region, PREL convenes monthly teleconferencing calls with the various leadership teams that have been formed for regional research and development efforts. Through PEACESAT, PREL is able to follow up on current events throughout the region, monitor/manage the progress of various research and program development projects, and follow through on planning, training, and technical assistance activities. The opportunity to communicate with a single entity or all entities at a given time without the added commercial costs is a very important support mechanism. While this medium does not replace face-to-face collaboration, it does permit far more interaction than would be economically feasible and cost-effective in a region of such diverse rural and isolated jurisdictions.

Contact:

Rita Hocog Inos, Pacific Region Educational Laboratory, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

5.2 Connecting the Horizons: Distance Learning Recommendations for the Future

The usefulness of distance learning technologies in rural schools is well-accepted. This report of a working conference of rural educators and advocates was conducted by Research for Better Schools in 1990. The purpose of this "hands-on" conference was to have the participants generate recommendations for distance learning in rural schools in the Mid-Atlantic region. The report is organized into five sections and will be useful to rural educators and policymakers who wish to consider possible ramifications of distance learning projects.

The first sections addresses how to set up such a conference. The second section offers an overview of the conference program. The third section describes the recommendations that were generated by the participants. The fourth section reports on the evaluation of the conference. The fifth section discusses future directions for distance learning activities.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

5.2 Impact of Computer-Managed Instruction on Small Rural Schools

The infusion of technology into rural schools has been identified as one strategy for improving the academic performance of rural students. This paper reports on a project that investigated the potential of a computer-managed instruction (CMI) system that was designed to meet the learning needs of students in three rural elementary schools. The hypotheses that were tested addressed: (1) the impact of CMI on student academic achievement; (2) the impact of CMI on student attitude; and (3) the impact of CMI on existing patterns of instructional delivery.

The paper describes procedures, design, data sources, findings, and conclusions. It is useful for rural educators and policymakers who wish to consider possible consequences of CMI.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

5.2 An Evaluation Study of Teleteaching in Pennsylvania

As a means for overcoming geographic and cultural isolation and a lack of instructional resources, distance learning is a promising strategy for rural schools. This study is the final report on the evaluation of the Pennsylvania Teleteaching Project, 1987-1988. The project provided otherwise inaccessible courses to rural students throughout the state. Overall, 21 courses were offered for three to 36 weeks. Thirty-nine teachers and 146 students were involved. Most courses were offered at the secondary level, and some were targeted at special populations.

The study addresses six areas of interest: (1) the extent to which otherwise unavailable courses were offered; (2) the extent to which higher level learning was provided; (3) the extent to which teleteaching was practical; (4) the extent to which teleteaching was manageable and viable; (5) the extent to which teleteaching was non-threatening and satisfying to teachers; and (6) the extent to which teleteaching was cost-effective.

The study will be useful to rural educators and policymakers who wish to consider possible ramifications of distance learning projects.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

5.2 Database Information Services Clearinghouse (DISC)

SERVE's Database Information Services Clearinghouse (DISC) staff conduct searches of ERIC and other computerized databases for educators, provide analyses of research topics, maintain a resource library, collaborate with other regional educational laboratories, provide technical assistance to states in the region regarding the development of research information centers, and disseminate information on research topics and services provided by DISC.

DISC provides a database research information retrieval service that includes compiling and synthesizing information from ERIC and other computer databases, in-house research files, and Clearinghouse resources. Requesters receive an annotated bibliography, selected articles on their search topic, a listing of related SERVE products and publications, a DISC evaluation form, and suggested additional sources of information. This service is provided at no charge to practicing educators, education policymakers, planners within the SERVE region, and to education agencies in Arkansas, Missouri, and Tennessee that participate in the collaborative Delta Project.

Search requests are received via a toll-free line, U.S. mail, telephone, facsimile transmission, and the SERVE-line electronic bulletin board.

DISC staff are also available to provide technical assistance to states desiring to establish state research information centers.

Contact:

Elizabeth Clark, SERVE, 345 South Magnolia Drive, Suite D23, Tallahassee, FL 32301-2950, 800/352-3747, Electronic Mail 800/487-7605.

5.2 An Assessment of the Effects of a Regional Telecommunications Approach to Initiating Educational Changes in Rural Schools

The purpose of this project was to assess the impact that teleconferences and other technology have on providing small rural schools with equitable and effective access to improvements in teaching and learning. The field of education has seen a great increase in the use of teleconferences as a method of reaching larger audiences for a variety of reasons, including staff development. With this increased use of teleconferences for staff development, it is imperative to both examine and gain a better understanding of two central issues: (1) the impact that this medium has on the professional growth of educators; and (2) the importance of establishing a set of guidelines for conducting future teleconferences. Leaflet: *How to Conduct a Successful Teleconference.*

Contact:

SERVE, PO Box 5367, Greensboro, NC 27435-5367, 910/334-3211 or 800/755-3277.

5.2 Improving Schools with Telecommunications: An Agenda for Action

The *Improving Schools with Telecommunications: An Agenda for Action* video brings together a number of renowned telecommunications experts to discuss and conceptualize an approach to the implementation of advanced telecommunications in K-12 rural schools. This ten minute videotape not only informs, but communicates the excitement and vision of these experts.

Issues addressed in the video are:

- the rationale for committing resources in order to bring advanced telecommunications to K-12 education;
- the link between educational technologies and school reform;
- telecommunications and the empowerment of teachers;
- universal equity and access;
- dealing with the complexity and limitations of the Internet;
- pooling and paying for the information superhighway; and
- the governmental role in the implementation of educational technologies.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $7.00.

5.2 SEEDS/ Rural Technology Update, Volume 2, #1, Creating an Approach to Support Education and Systemic Change: Choosing a Systems Approach

This special policy supplement is based on the experiences, questions, and recommendations of state and local educators, policymakers, and decisionmakers who are advisory members of SEDL's technology and policy networks. It gives state and local decisionmakers a tool for thinking about complex and interrelated educational and societal concerns. It also demonstrates how other state or local decisionmakers might use such a tool to address complex policy problems.

Choosing a Systems Approach frames the findings of SEDL's policy and technology advisors into a systems approach that comprises the first of four stages: constructing (or entering)/continuing or ending the system. The other three stages are dealt with in subsequent issues. This systems approach is a problem-solving tool that state and local policymakers and decisionmakers might use to broaden their thinking about the interconnectedness of education and society.

Topics presented include: issues facing educational and social systems; the need to collaborate; the need to communicate; the need for technology; the need to create catalysts for implementation and evaluation; the need to create feedback and fine-tune; and the need to create a vision.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $4.00.

5.2 SEEDS/ Rural Technology Update, Volume 2, #2, Creating an Approach to Support Education and Systemic Change: Developing the Systems Model

This special policy supplement is based on the experiences, questions, and recommendations of state and local educators, policymakers, and decisionmakers who are advisory members of SEDL's technology and policy networks. It gives state and local decisionmakers a tool for thinking about complex and interrelated educational and societal concerns. It also demonstrates how other state or local decisionmakers might use such a tool to address complex policy problems.

Developing the Systems Model frames the findings of SEDL's policy and technology advisors into a systems approach that comprises the second of four stages. The final two stages are dealt with in subsequent issues. This systems approach is a problem-solving tool that state and local policymakers and decisionmakers might use to broaden their thinking about the interconnectedness of education and society.

This second part of *SEEDS, Volume 2* documents the concerns of SEDL's technology and policy advisors as they examined the developmental phase of the systems design and their focus on the complex set of issues influencing youth and families "at-risk." Applying the tenants of systems thinking, SEDL's advisors framed the concept of risk as the relationship of demographic, economic, political, legal, and societal forces to children's conditions at home, in school, or in the community.

Topics presented include: shifting to systems thinking; thinking about "at-risk" as a system; beginning the design process; reviewing needs, data, research, and feedback; developing a shared vision; and setting goals and objectives.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $4.00.

5.2 SEEDS/ Rural Technology Update, Volume 2, #3, Creating an Approach to Support Education and Systemic Change Undertaking Policy Planning

This special policy supplement is based on the experiences, questions, and recommendations of state and local educators, policymakers, and decisionmakers who are advisory members of SEDL's technology and policy networks. It gives state and local decisionmakers a tool for thinking about complex and interrelated educational and societal concerns. It also demonstrates how other state or local decisionmakers might use such a tool to address complex policy problems.

Undertaking Policy Planning frames the findings of SEDL's policy and technology advisors into a systems approach that comprises the third of four stages. The last stage is dealt with in a subsequent issue. This systems approach is a problem-solving tool that state and local policy-and decisionmakers might use to broaden their thinking about the interconnectedness of education and society.

Throughout this policy planning phase, SEDL's technology and policy advisors attempted to paint a landscape of what exists and what might be. They worked to link the ideal with the real; reconcile what might be possible with what seems to be feasible. They grappled with inherent conflicts: complexity versus simplicity, idealism versus realism, equity versus equality, and quantity versus quality.

After this deliberation, the following processes emerged: generate options, develop management plans, describe intended outcomes, and choose a policy option. Once policy options are determined, the implementation of those policy options can be considered. A discussion of implementation strategies can be found in *Implementing Policy Options,* the last issue of this four part supplement.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $4.00.

5.2 SEEDS/ Rural Technology Update, Volume 2, #4, Creating an Approach to Support Education and Systemic Change Implementing Policy Options

This special policy supplement is based on the experiences, questions, and recommendations of state and local educators, policymakers, and decisionmakers who are advisory members of SEDL's technology and policy networks. It gives state and local decisionmakers a tool for thinking about complex and interrelated educational and societal concerns. It also demonstrates how other state or local decisionmakers might use such a tool to address complex policy problems.

Implementing Policy Options frames the findings of SEDL's policy and technology advisors into a systems approach that comprises the last of four stages. Previous issues, which describe stages one through three, are also available. This systems approach is a problem-solving tool that state and local policy-and decisionmakers might use to broaden their thinking about the interconnectedness of education and society.

SEDL's policy and technology advisors found that whatever intervention is devised, its course of implementation might take several years – a time-frame that almost always runs counter to budget and legislative cycles. Providing *time* to put an innovation into place might be the greatest support that one entity can give to another. This issue provides outcomes and results of implementation efforts at both the state and local level.

In Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, efforts are underway to make major changes in the way education, health, and social services systems work together to conduct their common business – securing the well-being of the community. The range of strategies is rich: engaging statewide collaborative planning commissions, creating new agencies, realigning or streamlining existing agencies, and developing the capacity of local communities to serve their residents.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $4.00.

5.2 Local Heroes: Bringing Telecommunications to Rural, Small Schools

The *Local Heroes: Bringing Telecommunications to Rural, Small Schools* video and guidebook present information about advanced technologies that are particularly relevant to the survival and enrichment of rural, small schools. *Local Heroes* documents the implementation of advanced telecommunications, specifically full motion, two-way interactive video and audio, in rural communities in Texas, Oklahoma, and New Mexico. It emphasizes the need for local initiative and local input. This video also provides specific information to communities about the potential of advanced telecommunication technology, as well as suggestions for its implementation.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281, 512/476-6861; $20.00 for both.

5.3 PACIFICnet: Connecting Us Using the PSInet System

Convening meetings with educators across the Pacific involves great distance and cost. Travel from the Republic of Palau to Washington, DC, for example takes more than 40 hours, round trip. Many small, rural areas are connected to the rest of the world by ship only. Collaborating, communicating, and networking is a constant challenge. The PSInet System is one means of addressing this situation. The system is a computer conferencing tool that can link any number of personal computers via standard telephone service. PSInet improves communication by enabling people to participate in ongoing computer conferences and exchange private electronic mail. PSInet supports not only interpersonal communications, but also the transmission and use of other kinds of information, including text, binary, data, image, and DOS files. The user can browse, edit, sort, copy, and print the papers, messages, and other information stored on the computer.

This system has the capacity to enable Pacific educators to submit papers to PSInet conference sessions, receive papers submitted by other users, initiate dialog about new topics, participate in "outside" conferences on other PSInet networks, send private messages to users, edit and resend documents, store papers and messages on the user's computer, and search for documents in the data base by session, author, date, or key words.

Contact:

Paul Dumas, Pacific Region Educational Laboratory, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

5.3 The Rural Information Exchange: Internet Training

Rural schools need help in identifying and utilizing promising or exemplary programs and practices that address specific rural needs and strengths. *Internet Training* helps to overcome the professional, geographic, and cultural isolation of rural schools and communities.

Internet Training was developed at Research for Better Schools. It is designed to link rural educators and students with computer networks and resources around the world. Over the Internet, teachers can network with other teachers and educational experts to exchange instructional materials and teaching strategies. Students can participate in on-line research projects with other students who are thousands of miles away. The packet includes information on how to 1) exchange electronic mail; 2) engage in on-line, real-time discussions; 3) subscribe to discussion groups; 4) browse through electronic libraries around the world; 5) copy computer files and programs; and 6) access data bases for teaching and learning.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

5.3 SERVE-Line

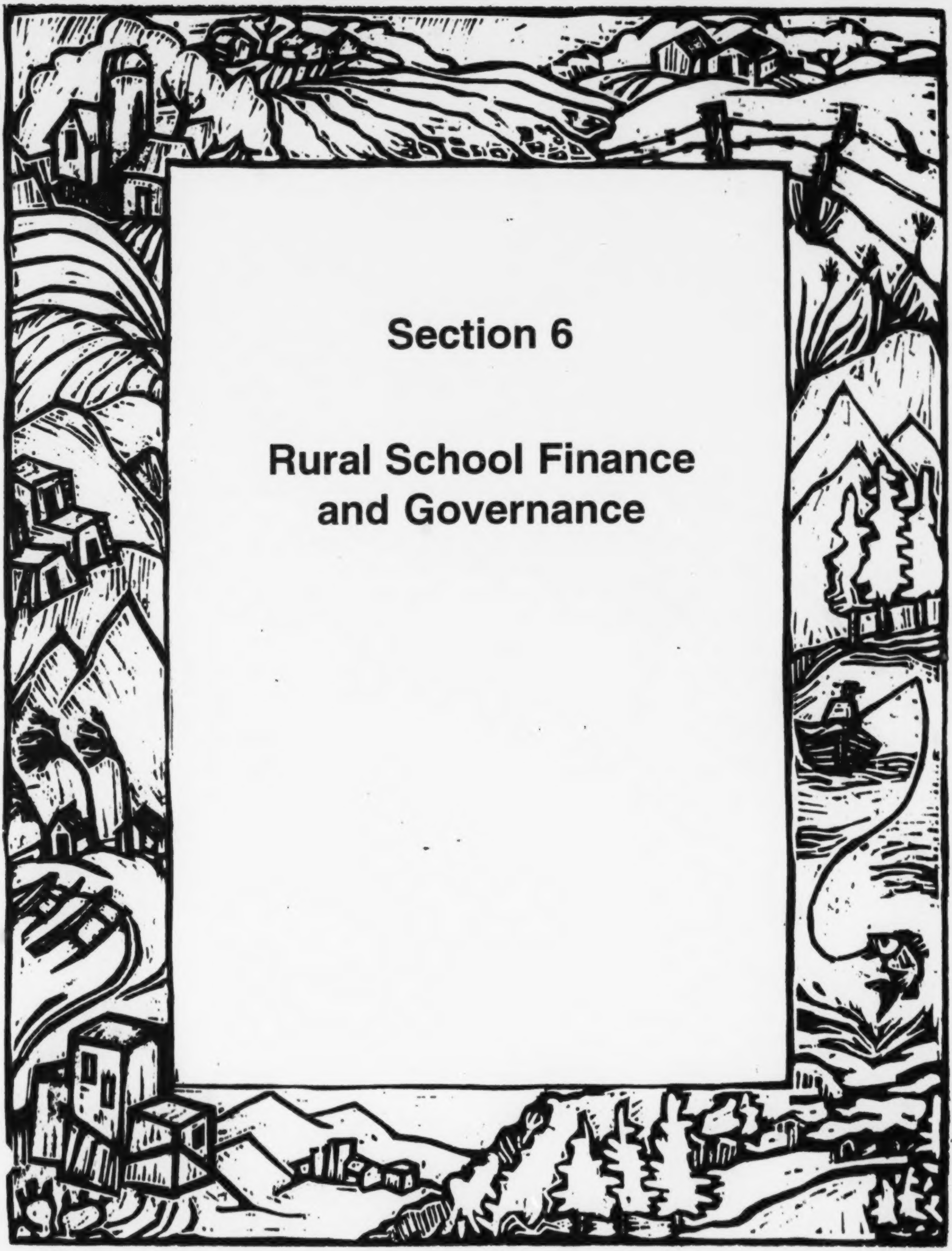
SERVE's toll-free on-line information network, SERVE-Line, was designed primarily with rural schools throughout the southeast in mind. Typically, rural schools throughout the South are isolated because it is too expensive to connect to any type of information databases available via modem and computer. SERVE-Line provides that connectivity, not only by providing the latest in R&D breakthroughs in education, but also by providing a communications link to urban counterparts. SERVE-Line will soon provide rural educators with an Internet e-mail address.

SERVE-Line staff provide technical assistance to the rural community via workshops, training, and "people networking." The SERVE staff, working with each of the six states in the region, provide workshop training in technology. A SERVE-Line representative meets with each of the six states' Directors of Technology to gather information related to a regional perspective of the Southeastern rural community, barriers to technological connectivity, and other policy issues.

The South Carolina Center for Advancement of Teaching and School Leadership connects with their "partnership schools" throughout the state in an effort to provide technical assistance related to systemic reform. Each partner school from SCCATSL has a brother/sister school to which they disseminate information related to school reform. SCCASTL and all partnership schools are networked via SERVE-Line. Hands-on training is being provided by the SERVE-Line staff and SCCATSL.

Contact:

Mark Wayne-Hart, SERVE, 41 Marietta Street, NW, Suite 1000, Atlanta, GA 30303, 404/577-7737 or 800/659-3204.



Section 6

Rural School Finance and Governance

Rural School Finance and Governance

Demands that rural schools provide more services and meet higher standards of excellence are not being matched by sufficient revenues. Elected officials find themselves in unenviable positions, with the public reluctant to approve tax increases and constituents fighting to protect their interests. Their response has been to cut back on programs, delay funding, or mandate programs without providing funding. Rural school districts that have low tax bases are hit hardest by the loss of state funds. Budget cutbacks, along with stops and starts in reform initiatives, result in nonimplementation or incremental or cheapened versions of reform programs, as well as educators' loss of trust in the system.

Rural schools and communities are seeing the need to become involved in state policy so that change can move forward in a positive way. They are creating a strong voice that carries their concerns to legislators. This strategy worked in North Carolina, where state support for low-wealth school systems increased from $6 million in 1991 to $18 million in 1993. Once schools finally achieve adequate funding, they must then work to ensure that the money makes a positive difference for students.

School governance is another issue that cannot be separated from educational policy. Having to respond to federal and state policy mandates regarding the implementation of standards brings new school governance issues to rural schools. Systemic change requires a coherent policy system to be in place at all levels of the educational system — federal, state, and local. Schools, especially rural schools constrained by budget and geographic isolation, will have to seek more flexibility to meet the needs of their students. But first, state policy will need to examine potential constraints on school practice so that rural schools can better meet accountability standards.

School boards are a school district's governance. Some research evidence suggests that rural school boards are more intimately involved in school organizational and educational processes than are urban school boards. Their involvement can have both positive and negative effects on rural schools. Overly cautious decisions and protection of "territory" ("turf wars") can hinder design and implementation of alternative arrangements (e.g., distance learning or sharing of curriculum or teachers). Funding approval for learner-centered restructuring efforts that make the wisest use of the dollars available can move a school district toward a successful future for its students; denial of funds can hinder systemic reform.

The regional educational laboratories have collected information, shared practices, and developed strategies to help rural school districts come to grips with the tough issues of school finance and governance. These strategies follow in this section. Included are guides on developing new organizational arrangements such as rural school cooperatives and clusters, management strategies for rural school principals and superintendents, discussions of rural school funding issues, and more.

6.1 Small Rural School Network

The Southern, Small and Union School Network provides small rural schools in the Southeast (Virginia, West Virginia, Kentucky, Tennessee, Mississippi, North Carolina, South Carolina, Georgia, Florida, and Alabama) with opportunities to link with similar schools and to receive information, services, and materials that can help them face the challenges before them.

To develop the Southern, Small and Union School Network, 350 small rural and/or union schools in the region were invited to be on SERVE-Line, a toll-free, online information network. The laboratory is working with schools that do not have equipment to help them acquire it in order to participate on SERVE-Line.

Contact:

Jan Crotts, SERVE, P.O. Box 5367, Greensboro, NC 27435-5367, 910/334-3211 or 800/755-3277.

6.1 Rural School District Cooperatives

Small, rural schools constantly face the struggle of accomplishing tasks with limited time and resources. How can rural schools stretch these precious resources to ensure that staff, curriculum, policy, and facility development can reasonably occur? The formation of school district cooperatives or consortia is a very effective organizational tool for achieving the necessary economy of scale.

This document was prepared by the Northwest Regional Educational Laboratory's Rural Education Program and provides a synthesis of the literature on the nature, benefits, and caveats of rural school district cooperatives. The second half of the document provides guidance in planning school district consortia.

Contact:
Available through ERIC/CRESS (ED 324 189).

6.1 Palau 2000: An Educational Improvement Strategy

Palau 2000 is an essential part of planning for the Republic of Palau's future and a model for change that may be generalized to fit similar environments. It provides a comprehensive vision and framework for the education of Palau as the nation moves into the 21st century. This bold, complex, and long-range effort was entrusted to a task force representing Palauan educators, business and community members, parents, government representatives, and religious leaders. The Pacific Region Educational Laboratory is facilitating the procedures and staffing the planning process. The improvement strategy includes a public awareness component, analyses of traditional and historical influences on education, a comprehensive description of the existing educational system and its outcomes, analyses of changing demographics and economic and employment trends, a congruency and discrepancy analysis of what exists and what is desired, and long-term improvement strategies for the entire system, including a first teacher and administrator certification plan. The Republic of Palau is rural with a number of small, rural schools.

Contact:

James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

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for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

6.1 CaMaPe: An Organizational and Educational Systems Approach to Secondary School Development

This book was adapted from work done in the Netherlands by Het Algemen Pedagogisch Studiecentrum (APS), a national school improvement institute, and subsequently used by numerous schools, including rural high schools, in the United States.

High schools today are more concerned than ever that they are doing their best to prepare students for a rapidly changing world. One way for them to do this is to take a close look at their organizational and educational structures and how they support or impede their goals. This book is written for secondary school administrators, trainers, researchers, and internal and external change agents concerned with the improvement and development of secondary schools. It provides a framework to use in assessing what type of organizational and educational structures currently exist in a school, in planning strategies for improvement, and in mapping out a developmental continuum that focuses on teachers and learners. The authors present a series of organizational and educational models and discuss the research that supports them, give concrete examples to back up their theories, and provide examples of how these models work in schools.

Contact:

The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; order no. 9088-RP; $23.95.

6.1 Clustering: Working Together for Better Schools

The Mid-continent Regional Educational Laboratory initiated the clustering strategy over 12 years ago to develop a capacity within the rural education community to address the problems facing small rural schools. In its simplest form, a cluster comprises three to eight neighboring schools of approximately the same size. These schools are then linked with a neighboring institution of higher education through an interested staff person and, if possible, involving a representative from the state education agency.

Involving similar sized schools helps facilitate a common agenda that is useful to all participants. Higher education and state education agency participants provide access to outside ideas and resources and, if necessary, assist in removing roadblocks so that rural schools can pursue strategies that are more in tune with small scale operations. Clusters can help schools achieve many of the benefits of school consolidation without the political struggles that tend to accompany school closures. *Clustering: Working Together for Better Schools* provides the rationale along with "how-to" assistance for initiating successful clustering activities.

Contact:
Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd.,
Suite 500, Aurora, CO 80014.

6.1 Alternatives to School District Consolidation

Evidence that consolidation succeeds in providing equity and efficiency is equivocal at best. Invariably, consolidation or the talk of consolidation engenders heated community debate. However, thousands of small, rural schools remain open to the idea. Despite their small size and isolation – and because of it – many of these schools have sought equity and efficiency by creating, experimenting with, and modifying alternative ways to organize.

Alternatives to School District Consolidation, by BethAnn Berliner, explores alternatives to consolidation, including inter-district sharing, partial reorganization, extra-district cooperation, the use of intermediary units, and the use of distance learning technology.

Contact:
Tom Ross, Publications Department, Far West Laboratory, 730 Harrison St.,
San Francisco, CA 94107-1242, 415/565-3000.

6.1 Alternative Organizational Plans: Options for Consideration

This synthesis is intended to provide state and local policymakers with a comprehensive overview of issues surrounding the question of small and rural school reorganization. The report draws on research findings and describes different approaches to addressing rural education needs through organizational arrangements. Specific objectives are:

- To describe a sociological and historical context that will help to clarify the various issues surrounding school district reorganization
- To provide research-based information regarding the effectiveness and fiscal efficiency of small and rural schools and the effects of total and partial reorganization of school districts
- To provide information regarding alternatives to school district consolidation
- To provide information regarding viable organizational arrangements for serving rural at-risk students
- To provide information regarding aspects of distance education systems that relate to school organization

A companion document, *Guidelines for Alternative Organizational Plans,* is available and provides a practical, step-by-step guide to implementing any type of alternative organizational plan.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St.,
Austin, TX 78701-3281; $8.25.

6.1 Guidelines for Alternative Organizational Plans

Cooperative programs in rural areas provide the means for enjoying the advantages of being a small school district while benefiting from a larger planning base, increased pools of resources, and the potential creative energy that comes from multiple participants and teamwork. At the same time, local district administrative units retain their autonomy, which better assures their ability to be responsive to local constituents. School districts can improve their programs and services not only by working with each other, but also by working with other organizations, such as regional education service agencies, state departments of education, colleges and universities, regional laboratories, and other public service agencies.

These practical guidelines for planning cooperative programs are based on the findings of a review of rural education research and commentary regarding rural school district organization. These findings were published by Southwest Educational Development Laboratory in a companion synthesis document entitled *Alternative Organizational Plans: Options for Consideration.*

Both research and commentary by specialists in rural education were used as the basis for these guidelines, and comments and references are provided where applicable. These guidelines provide the inspiration for self-generated, voluntary cooperation among school districts and other organizations in rural areas and provide practical suggestions for organizing such cooperative arrangements. They do not present definitive conclusions generalizable to all situations, but rather suggestions about certain aspects of cooperative programs that may require special consideration.

Part I addresses general considerations for approaching cooperative ventures within the framework of a planning model. Part II addresses special considerations for some basic cooperative arrangements. Part III provides a comprehensive listing of examples of actual cooperative/sharing ventures found across the country – ranging from "small ideas" to comprehensive programs and from traditional programs to quite innovative ones. Part IV is a checklist, which consolidates and summarizes the information in Parts I and II.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St.,
Austin, TX 78701-3281; $4.75.

6.1 Alternative Organizational Plans for Rural Small Schools: A Directory

Alternative Organizational Plans for Rural Small Schools: A Directory is for state policymakers such as school board members, superintendents, and other community leaders. The publication has two purposes:

- To increase awareness of workable organizational plans that local districts can replicate or adapt for their own purposes
- To inform state policies that relate/influence school organizational arrangements, especially those addressing the needs of at-risk students

The arrangements described represent successful plans that facilitate effective programming for at-risk students. The programs, drawn from a national pool, include partial reorganization, shared services and resources, cluster districts, administrative sharing, and distance learning. The idea to initiate/organize appears to come from several sources, as described in the programs. At least four of these arrangements resulted from the intervention of institutions of higher education; two were initiatives of school districts; one became a county effort; and one was spearheaded by a regional service center. Three of the programs are primarily focused on technology. One is an alternative model for a high school, three are multipurpose, while one focuses on the recruitment of personnel.

Contact:

Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX 78701-3281; $11.

6.1 Analyzing Educational Initiatives Through Rural Eyes

This article introduces the reader to a process for determining which school restructuring initiatives are positive steps for rural schools and which are not. Applying a model focusing on input, process, and outcome indicators for rural schools, the authors conclude that the majority of popular restructuring approaches will likely have little or no effect on issues facing rural districts. In fact, some of these initiatives (e.g., interdistrict choice options, privatization of public education, and vouchers) may actually have a detrimental effect on rural schools. Plans emphasizing parental involvement and stressing closer ties between education and other human service providers are the most positive for rural schools.

The article is intended for state and local policymakers as well as rural school boards and administrators. E. Robert Stephens and Robert Bhaerman at Research for Better Schools published the article in *Educational Horizons*, *70* (2), 1992.

Contact:

Research for Better Schools, 444 North Third St., Philadelphia, PA 19123-4107.

6.2 Managing Smallness: Promising Fiscal Practices for Rural School District Administrators

The variety of influences affecting the finances of rural districts today makes providing good programs more challenging than ever. Some of these influences are specific to rural areas (such as the declining economic fortunes of many rural counties). Others (such as the need for adequate funding of mandated reforms) affect all districts in a state. The subject of this handbook is managing the limited means of schooling in rural areas for best effect.

The author, Deborah Inman Freitas, shares practitioners' successful strategies for the financial management of rural, small school districts. The handbook was based on a survey of superintendents and business managers conducted in cooperation with the American Association of School Administrators. Topics addressed include overall concerns of rural education; major problems within the fiscal management of rural, small school districts; the influence of state politics, including state school finance formulas; crucial budgetary concerns and effective strategies; successful cost-reduction programs; recommendations regarding budgeting, personnel management, collaboration, and communication; and current issues in funding, equity, quality, community development, and cooperative options for rural schools. The handbook also features an annotated bibliography of useful resources on budgeting and general rural education topics, and relevant ERIC/CRESS Digests.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348,
Charleston, WV 25325, 800/624-9120; $10 postage paid.

6.2 Financing Rural and Small Schools: Issues of Adequacy and Equity

Rural educators across the United States are aware of many problems that affect the successful operation of their schools. A problem of critical concern is school finance. *Financing Rural and Small Schools: Issues of Adequacy and Equity* investigates issues related to the financial support of rural schools.

The first section describes various state formulas and the methods used to distribute funds to rural schools. The second section describes some of the legal challenges relevant to rural and small schools currently before the courts. The third section discusses state and local support mechanisms and details the efforts of some states to make the tax base more responsive to the needs of rural schools. Conclusions and recommendations about consolidation and school reform related to equal educational opportunity are also included.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348,
Charleston, WV 25325, 800/624-9120; $11.50, postage paid.

6.2 Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States

Securing funds for school maintenance and construction is a major challenge in many parts of rural America. Just meeting operating costs can be a struggle. As a result, districts tend to forego new construction and delay maintenance. Their tax bases are just too meager to provide resources sufficient for capital projects.

Existing data suggest that the adequacy and equity of measures to fund capital projects can be substantially improved in most states. Policymakers and rural administrators alike need to understand the options, and they need methods to assess these options under the circumstances that prevail in their states.

David C. Thompson, David S. Honeyman, and William E. Camp examine four alternative capital outlay funding plans: total local control, 50/50 flat grants, full state funding, and equalization. The discussion includes consideration of the concepts of adequacy and equity, showing how adequacy is a prerequisite for achieving equity.

Contact:

ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325, 800/624-9120; $12.50, postage paid.

6.2 All the Good Choices Are Taken: A Case Study of H.B. 1507

Small towns in North Dakota, like in many other Midwestern states, are losing population. From 1980 to 1990, the population of the entire state dropped from 653,000 to 639,000. This drop continues a 60-year trend. By the close of the 1980s, the state had 280 school districts to serve 117,816 students. The median size high school served fewer than 70 students. North Dakota has more infrastructure at every level per capita than any other state, and the editor of the *Grand Forks Herald* noted, "We can't sustain what we've built."

H.B. 1507 (1989) was a bold and innovative approach by the North Dakota legislature to reduce the number of school districts. It provided incentives, up to $165 per student, for clusters of school districts to form consortia to work together to expand and enrich the learning opportunities for children while making more efficient use of education dollars. The incentive money was available for three years, at which time a formal plan was to be submitted to a vote of the people concerning the redrawing of district boundaries. If the plan was approved, two more years of additional moneys were to be made available to put the new organizational structure into place.

This monograph critiques this unique legislative initiative–an initiative that attempted to move the decisionmaking process about how school consolidation would take place into the local districts. It describes one of the few examples of state policy acting to decentralize rather than centralize educational decisions and therefore suggests important lessons for other states.

Contact:

Mid-continent Regional Educational Laboratory, 2550 S. Parker Rd.,
Suite 500, Aurora, CO 80014.

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for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

6.2 Allocating Resources in Rural and Small Schools – Information Packet # 9

This packet is a compilation of articles for rural schools. Some of the articles are rural-specific, while others cover more general issues and principles surrounding resource allocation. All were chosen for their perceived usefulness to school leaders in times of shrinking resources.

The packet is divided into ten sections and deals with issues surrounding financial, human, and physical resources.

Section 1: An overview of budget development strategies and issues for the nineties

Section 2: Public relations - gaining support for the schools

Section 3: Community involvement - budgetary and nonbudgetary issues

Section 4: The planning process for resource allocation

Section 5: Potential new revenue sources

Section 6: Operations decisions

Section 7: Program decisions

Section 8: Facility decisions

Section 9: Cooperation/collaboration

Section 10: Other information sources

Contact:
The Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; order no. 9070-RP; $21. Also available through ERIC\CRESS (ED 326 366).

6.2 - Pacific Region School Finance and Facilities Study, 1993

This study provides the first comprehensive report on the status of school finance and facilities for the Pacific region. Data for the finance study was collected from nine of the ten entities served by the Pacific Region Educational Laboratory. The facilities study included American Samoa and the four Federated States of Micronesia. Four questions guided the finance investigation:

- What are the sources of school finance in the region?
- What are the categories of allocation and expenditure for education in the region?
- What are the per pupil expenditure ratios within the region?
- What trends and issues are emerging for the Pacific region in school finance?

Three questions were posed for the facilities study:

- What school facilities are available?
- What is the condition of these facilities?
- What provisions are made for supporting school facilities through the school finance systems?

The research report details the methodologies, results, and emerging issues.

Contact:

Pacific Region Educational Laboratory, Resource Center, 828 Fort Street Mall, Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.

6.2 Resources for Grant Seeking

Much of the program development sponsored by the federal and state government is generated through competitive grant opportunities. Foundations provide grant opportunities. Rural schools have, historically, sought to obtain these funds to enhance and expand their narrow resource base. Often, however, rural schools have limited access to grant-writing courses or to opportunities to develop special grant-writing skills, as well as limited access to grant announcements and outside funding sources.

This paper provides information on identifying potential funding sources, learning about funders, and obtaining federal, private sector, and local funding. It also includes newsletter summaries of grant resources, a proposal evaluation checklist, and a list of strengths and weaknesses in grant proposal writing. Training materials and technical assistance are being developed.

Contact:

Deborah Childs-Bowen, SERVE, 41 Marietta St., NW, Suite 1000, Atlanta, GA 30303, 404/577-7737 or 800/659-3204.

6.3 Mississippi School Board Training

Effective schools demand effective leadership and it is the responsibility of school boards to provide that leadership. Frequently, school boards, especially in rural states, have little access to good information about the power and influence of school boards to effect needed changes. This model school board training program, funded by SERVE and developed in Mississippi, is one of the few comprehensive, statewide processes systematically initiated to train all newly selected board members. The training consists of 12 hours of participatory, collaborative learning experiences. A new state law requiring that all new school board members have this training will have as its ultimate result better prepared school boards throughout this rural state. The training materials are available for review.

Contact:

Wendy McColskey, SERVE, P.O. Box 5367, Greensboro, NC 27435-5367,
910/334-3211 or 800/755-3277.

6.3 A Study of State Level Policy, Regulatory and Statutory Barriers to School Restructuring and Successful Intervention Models and Strategies with a Special Emphasis on Rural School Systems

This three-year research study identifies barriers to school restructuring efforts, with a special emphasis on rural schools, and develops strategies and interventions for overcoming such barriers.

It contributes to this knowledge by (1) identifying and describing both perceived and real state-level legal and regulatory barriers; and (2) identifying and analyzing successful strategies for breaking down attitudinal barriers among school and school district personnel who fear restructuring efforts.

Two publications have been developed as a result of this extensive study. The first describes legal and regulatory barriers to school restructuring in the Southeastern states. It found that, despite local conventional wisdom, over-regulation and inflexibility are not the major barriers to reform. Among the many emerging trends blocking reform are the growing instability of political leadership, repercussions of a slowdown in the economy, and a history of stop and start reforms.

The second study analyzes the impact of high-stakes accountability programs on low-performing school systems and offers a new framework for accountability. The framework includes ways to increase the possibility of best practices' occurring, decrease the possibility of harmful practices' occurring, and promote self-assessment to identify and alter policies and practices that are damaging or ineffective.

Contact:

SERVE, P.O. Box 5367, Greensboro, NC 27435-5367, 910/334-3211 or 800/755-3277.

6.3 Expenditures and Staffing Patterns in Nevada's Schools

Expenditure and Staffing Patterns in Nevada's Schools, written by Stanley H.L. Chow, Linda J. Nelson, and Myrna Matranga, describes educational costs and staffing patterns in Nevada's 17 school districts. It focuses on general funds allocations that school districts incur across six cost categories: instruction, school site, student services, central and administration office, facilities and maintenance, and other costs. Costs compared large, urban schools and small, rural schools in the state. In addition, comparative cost data from 86 schools from ten Western states were obtained and were matched to Nevada districts by size.

Results indicate that about 65 percent of district budgets were spent on instructional services, 7 percent on student services, 7 percent on site administration, 3 percent on school boards and central office, 13 percent on facilities and maintenance, and 2 percent on other services. Rural schools tend to allocate proportionately more resources to facilities and maintenance, student services, and central and administrative office, and fewer resources to instructional services than large, urban schools. Comparisons with the national sample of 86 school districts showed similar results.

Contact:

Stanley Chow, Rural Schools Assistance Program, Far West Laboratory,
730 Harrison St., San Francisco, CA 94107-1242, 415/565-3000.

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for Educational Improvement of the Northeast & Islands
300 Brickstone Square, Suite 950 · Andover, Massachusetts 01810

6.3 Management Strategies for Administrators in Small and Rural Schools – Information Packet #7

This packet is a compilation of articles on management strategies for superintendents and principals in small and rural school districts. It covers topics such as guidelines for meeting computer needs, team management programs, curriculum development ideas, public relations programs, school site management, diagnosing school climates, and plans for principals.

Contact:

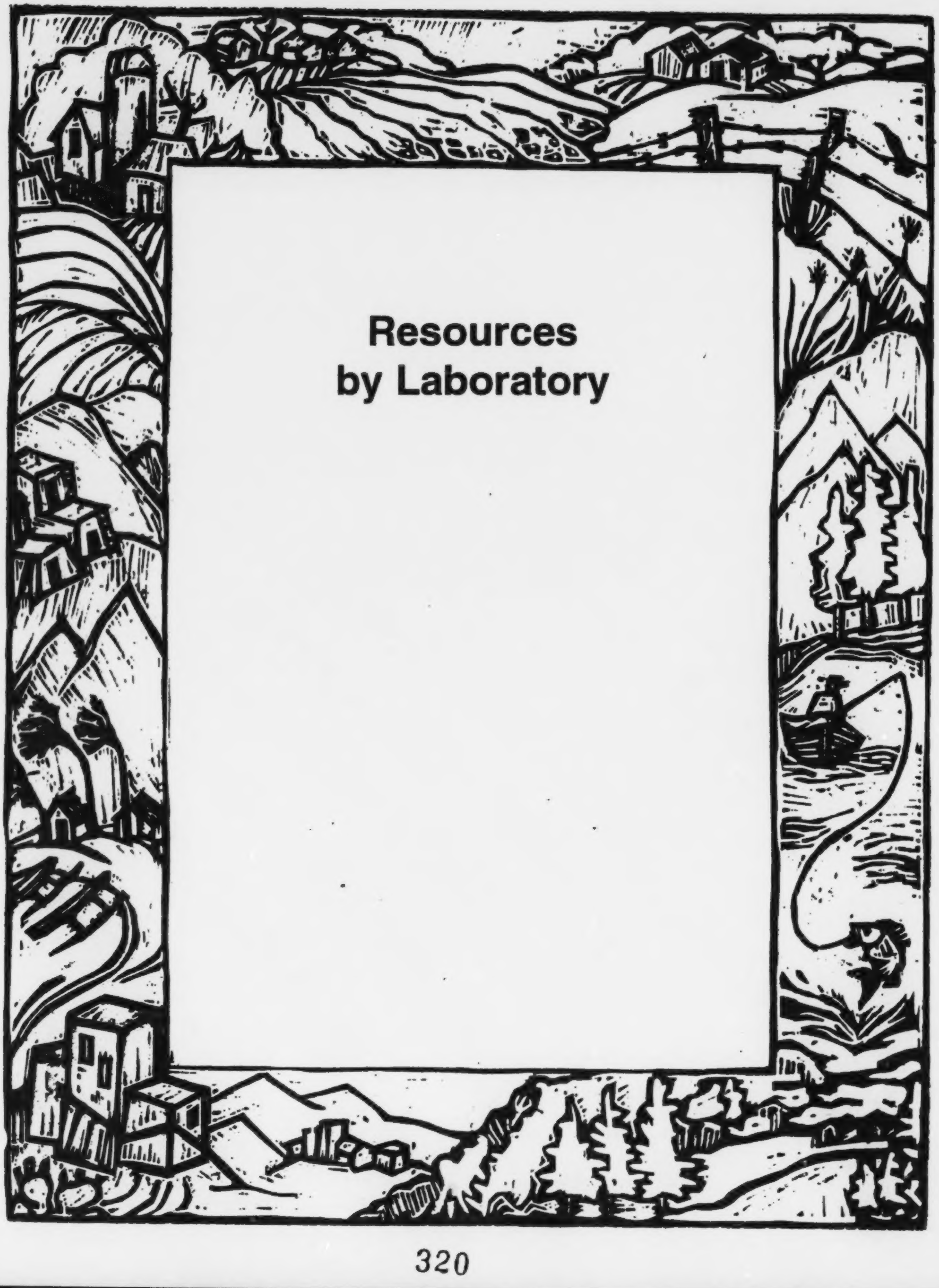
Regional Laboratory for Educational Improvement of the Northeast and Islands, Publications Department, 300 Brickstone Sq., Suite 950, Andover, MA 01810; order no. 9062-RP; $18. Also available through ERIC\CRESS (ED 310 907).

6.3 Pacific Educational Policy Data Base

Many of the rural school systems in the Pacific region have no written educational policies or policy handbooks. Recognizing the stabilizing influence that policies can have in entities that change their educational leaders with changes in political elections, the Pacific Region Educational Laboratory developed a policy database for use by any or all school systems. This database contains all existing school policies from the State of Hawaii and the Commonwealth of the Northern Mariana Islands, and a few specific policy statements from the Republic of the Marshall Islands, Kosrae State, and Pohnpei State. Policies and policy statements from various U.S. mainland sources are also included.

Contact:

James Brough, Pacific Region Educational Laboratory, 828 Fort Street Mall,
Suite 500, Honolulu, HI 96813; phone: 808/533-6000; fax: 808/533-7599.



Resources by Laboratory

Appalachia Educational Laboratory

1.2	Framework for Evaluating State Policy Options for the Reorganization of Rural, Small Schools
1.2	Priorities for Research and Development on Rural, Small Schools: Results of a Delphi Study with a Panel of Rural Researchers
1.4	Notes from the Field
1.4	A Case Study of the Impact of a State Level Policy Designed to Improve Rural Schools in the State of Vermont
3.1	Delta Project Monograph
3.3	Family Connections
3.3	Facilitator's Manual for Taking the Pulse: A Conference to Gather Information About the Needs of Rural Communities
3.3	In Our Own Words: Community Story Traditions to Prevent and Heal Substance Abuse
4.3	Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories
4.3	Rural Education Directory
5.1	Information Technologies in Small, Rural High Schools
5.2	The Distance Education Handbook: An Administrator's Guide for Rural and Remote Schools
6.2	Managing Smallness: Promising Fiscal Practices for Rural School District Administrators
6.2	Financing Rural and Small Schools: Issues of Adequacy and Equity
6.2	Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States

Far West Laboratory for Educational Research and Development

1.1	Looking Ahead to the Year 2000: Issues for Rural Schools
1.2	Systemic Change in Rural Schools
1.2	Principles of Successful Chapter 1 Programs: A Guidebook for Rural Educators
1.2	Focus on Program Improvement
1.4	A Case Study of Assessment Reform in Arizona: Pine Strawberry School District, Pine, Arizona
1.4	Early Intervention for Students At Risk: Three Profiles from Arizona's Rural Schools
2.1	FWL Native Education Initiative
2.4	Promising Rural Programs and Practices
2.5	Rural Student Portfolio Project
2.5	Helping to Implement Alternative Assessments in Rural Schools
2.6	Supporting Rural Consortia for School Improvement
3.1	Rural Interagency Collaboration
3.3	Western Center for Drug-Free Schools and Communities
4.1	Recruiting and Retaining Teachers in Rural Schools
4.2	Reflections on the Practice of School Leadership
4.2	The Rural Teaching Principal
4.3	Program for Infant/Toddler Caregivers
5.1	Audiographic Distance Learning Handbook
5.1	Developing a Rural Consortium on Instructional Technology
5.2	Technical Assistance for Planning and Implementation of Rural Technology
5.2	A Study of Distance Learning Technology in Utah
6.1	Alternatives to School District Consolidation
6.3	Expenditures and Staffing Patterns in Nevada's Schools

Mid-continent Regional Educational Laboratory

1.5 Rural Education in a Period of Transition: Are the Public Schools Up to the Task?

3.1 Delta Project, Year I

3.1 A School at the Center: Study II

3.3 What's Noteworthy on Rural Schools and Community Development

5.1 The School Administrator's Primer on Distance Learning: Two-Way Interactive Television (I-TV) via Fiber Optics

5.2 Distance Learning in North Dakota: A Cross-Technology Study of the Schools, Administrators, Coordinators, Instructors, and Students

6.1 Clustering: Working Together for Better Schools

6.2 All the Good Choices Are Taken: A Case Study of H.B. 1507

North Central Regional Educational Laboratory

1.1	Rural Electronic Survey
1.1	Schools That Work: The Research Advantage, Program #5, Meeting Children's Needs
1.2	In Pursuit of Educational Excellence: Do Rural Schools Get the Services They Need?
1.5	Vital Signs Profiles
1.5	Schools That Work: The Research Advantage, Program #4, Alternatives for Measuring Performance
2.2	Schools That Work: The Research Advantage, Program #1, Children as Strategic Readers
2.2	Schools That Work: The Research Advantage, Program #2, Children as Problem Solvers
2.2	Schools That Work: The Research Advantage, Program #3, Children as Explorers
2.2	Rural Audio Journal, Vol. 2, No. 2, From Brook Learning to Book Learning: Developing the Gifts and Talents of Rural Students
2.3	The Strategic Teaching and Reading Project
2.3	Rural Audio Journal, Vol. 1, No. 2, An Old New Wave in Reading Instruction: Feeding Students' Desire to Read
2.3	Rural Audio Journal, Vol. 2, No. 1, The Delta Project: From Experience to Algebra
2.6	Sense of Place
3.2	Schools That Work: The Research Advantage, Program #8, Integrating Community Services
3.3	Parent Involvement Programs and Strategies: A Sourcebook for Rural Schools
3.3	Rural Audio Journal, Vol. 1, No. 3, Every Child Is the Community's Child: Agency Collaboration for School Success
3.3	Looking Past the Interstates: A Study of the Condition of Rural Children, Schools, and Communities in the North Central Region
3.3	Planning for Rural Community Partnerships
4.1	Rural School Development Outreach Project, Module I: Building a Community of Readers and Writers

4.1 Rural School Development Outreach Project, Module II: Sowing the Seeds for Change in Mathematics and Science Education

5.2 Distance Education and the Learning Community: A Study of Distance Learning Technology Among Rural Schools in the North Central Region Outreach Project

5.2 Distance Learning in Indiana: Opportunities and Challenges for Rural and Small Schools

The Regional Laboratory for Educational Improvement of the Northeast and Islands

1.2	Managing Change in Rural Schools: An Action Guide
1.2	Kindle the Spark: An Action Guide for Schools Committed to the Success of Every Child
1.2	Education by Charter: Restructuring School Districts
1.2	Genuine Reward: Community Inquiry into Connecting Learning, Teaching, and Assessing
1.2	Making Change for School Improvement: A Simulation Game
1.3	Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change
1.4	Work in Progress: Restructuring in Ten Maine Schools
2.1	Cooperative Learning in Rural and Small Schools – Information Packet #10
2.3	Thinking Skills, Grades 7-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2
2.5	Science and Math Assessment, Grades K-8, Rural and Small Schools. Outstanding Teaching Practices Series, Volume 6
2.5	Assessment in Rural and Small Schools – Information Packet #12
2.6	Multilevel Grouping, Grades 6-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 3
2.6	Multilevel Grouping, Grades Preschool-5, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 4.
2.6	Teachers as Researchers, Grades K-12, Small and Rural Schools. Outstanding Teaching Practices Series, Volume 5
3.1	Building a Sense of Community – Information Packet #13
3.3	Establishing and Enriching School-Community Ties in Small Schools – Information Packet #6
3.3	Business-Education Partnerships: Strategies for School Improvement
4.1	Attracting, Retaining, and Developing Quality Teachers in Small Schools – Information Packet #5
4.1	Effective Staff Development in Rural and Small Schools – Information Packet #8
4.1	Continuing to Learn: A Guidebook for Teacher Development

4.1 Building Systems for Professional Growth: An Action Guide

4.1 Mentoring: A Resource and Training Guide for Educators

5.1 On-Line Learning Technologies: Networking in the Classroom – Information Packet #16

6.1 CaMaPe: An Organizational and Educational Systems Approach to Secondary School Development

6.2 Allocating Resources in Rural and Small Schools – Information Packet # 9

6.3 Management Strategies for Administrators in Small and Rural Schools – Information Packet #7

Northwest Regional Educational Laboratory

1.1	Effective Practices in Indian Education: Curriculum Monograph
1.1	Effective Practices in Indian Education: Teacher's Monograph
1.1	Effective Practices in Indian Education: Administrator's Monograph
1.2	Onward to Excellence: A Research-Based Improvement Process for School Buildings
1.4	The Multigrade Classroom: A Resource Handbook for Small, Rural Schools
1.4	Successful Schools Process
1.5	Vision 2000: A Future for Small, Rural Schools
2.6	Curriculum Renewal: What Is Involved for Small, Rural Schools? (Handbook One)
2.6	The Use of Consortia to Engage in Curriculum Renewal (Handbook Two)
2.6	The Use of Peer-Based Support in Rural Settings to Effect Curriculum Renewal (Handbook Three)
2.6	Riding the Wind: Rural Leadership in Science and Mathematics Education
3.1	Rural School-Community Development Process
3.1	Distress and Survival: The Rural School, Education and the Importance of Community
3.2	Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice
3.3	We Can't Teach That Here – Or Can We? Rural Comprehensive Health Education: Field Experiences and Guide
4.1	Teacher Preparation for Rural Schools
4.1	Overcoming Professional Isolation in Small, Rural Schools
4.1	Teachers Do Make a Difference: What Indian Graduates Say About Their School Experience
4.1	Alternative Routes to Certification
4.2	Reducing Teacher Turnover in Reservation Schools: A Guide for Administrators
4.2	Rural Administrative Leadership Handbook
5.2	Use of Technology in Rural Schools
5.2	Technical Assistance in Developing Distance Technology Plans
6.1	Rural School District Cooperatives

Pacific Region Educational Laboratory

1.1	Pacific Region Effective and Successful Schools (PRESS)
1.1	Educational Needs Assessment for the Pacific Region – October 1993
1.1	PREL Research and Development Cadre
1.1	Profile of At-Risk Factors and Approaches to Island and Immigrant Youth
1.1	Pacific Private Schools Directory, 1993
1.1	Profile of Pacific Schools, Second Edition, 1989
1.1	Profile of Pacific Higher Education, 1989
1.2	Synthesis of the Research on Educational Change: Overview and Initiation Phase
1.2	Synthesis of the Research on Educational Change: Implementation Phase
1.2	Modified School Schedules: A Look at the Research and the Pacific
1.3	Pacific Region Leadership Teams
1.4	Historical and Cultural Influences on the Educational System of the Republic of Palau
1.5	Hawaii State Commission on Performance Standards – Preliminary Report
2.1	Pacific Education Updates
2.2	Pacific Standards for Excellence in Science – Draft Version
2.2	Pacific Standards for Excellence in Mathematics – Draft Version
2.3	Young Children and Education in the Pacific: A Look at the Research
2.3	Impressive Practices
2.4	Voyages in Mathematics and Science
2.5	Assessment in Context: Conceptualizing the Role of Assessment in Classroom Instruction and School Improvement – 1993 PREL Institute
2.5	A Tracer Study of Product Dissemination and Use
2.5	Developing and Evaluating Culturally Sensitive Drug Prevention Services and Products in a Multi-Cultural World
2.6	Pacific Vocational Education Improvement Program
2.6	Educational Innovations in the Pacific – Accelerated Schools Project
3.1	Pacific Region Effective and Successful Schools - PRESS Module 1: Awareness

3.1	Developing Effective Educational Partnerships: The Why, What, and How
3.1	The Native Hawaiian Drug Free Schools and Communities Program: Annual Evaluation Reports 1991-1993
3.3	Evaluation of Implementation of School/Community-Based Management
3.3	School/Community-Based Management Travel Guide
3.3	School/Community-Based Management (SCBM) Services
4.1	Pacific Educators In Residence (PEIR)
4.1	Training of Trainers
4.1	Directory of Pacific Professionals for Educational Improvement
4.1	Annual Pacific Educational Conference
5.1	Internet 101
5.2	Pan-Pacific Education and Communication Experiments by Satellite (PEACESAT)
5.3	PACIFICnet: Connecting Us Using the PSInet System
6.1	Palau 2000: An Educational Improvement Strategy
6.2	Pacific Region School Finance and Facilities Study, 1993
6.3	Pacific Educational Policy Data Base

Research for Better Schools

1.1	Rural Notes
1.1	Meta-Analysis of Six Surveys Conducted in the Mid-Atlantic Region
1.4	Profiles of Rural Schools in the Mid-Atlantic Region
1.5	How Do Rural Schools Measure Up?
2.4	Rural Thinking Skills Catalog
2.4	Rural Small School Information Exchange Packets (RSSX)
3.2	Integrating Education, Health, and Social Services in Rural Communities: Service Integration Through the Rural Prism
3.3	Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success
4.2	Spotlight on Rural Schools in New Jersey: A Directory of Effective Programs, Practices, and Resources for Educators
4.2	Spotlight on Rural Schools in New Jersey: Directory of Rural Education Information
4.2	Implementing Rural Education Assistance Plans: An Interim Report
5.1	Salem County 2000 Technology Initiative and Technology Plan
5.1	The STICKS Project: Science and Technology in Classrooms – Keystone State
5.2	Connecting the Horizons: Distance Learning Recommendations for the Future
5.2	Impact of Computer-Managed Instruction on Small Rural Schools
5.2	An Evaluation Study of Teleteaching in Pennsylvania
5.3	The Rural Information Exchange: Internet Training
6.1	Analyzing Educational Initiatives Through Rural Eyes

SouthEastern Regional Vision for Education

1.1	Southern Crossroads: A Demographic Look at the Southeast
1.2	Comprehensive School Improvement
1.2	Journey Toward Change (videotape)
1.3	Sharing Success: Promising Service-Learning Programs
2.3	Problem-Centered Learning in Mathematics and Science
2.4	Reducing School Violence
2.5	Assessment
2.6	Improving Compensatory and Remedial Education Programs Through Collaborative Research and Development
2.6	Algebra Project
2.6	Sharing Success in the Southeast: Mathematics and Science Education
2.6	Reengineering High Schools for Student Success
3.1	Delta Project
3.2	Leadership for Collaboration
3.2	Interagency Collaboration: Improving the Delivery of Services to Children and Families
3.2	Sharing Success in the Southeast: Promising Programs in Preschool-to-School Transition
3.2	Passages: Providing Continuity from Preschool to School
3.2	SERVE-Line Partnerships
3.2	Learning by Serving: 2,000 Ideas for Service-Learning Projects
3.3	A Rural School/Business Partnership Model and Network
4.1	Teachers of the Year Speak Out: Key Issues in Teacher Professionalization
4.1	Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom
4.1	Schools for the 21st Century: New Roles for Teachers and Principals
4.1	Teacher Evaluation
4.2	Creating Positive School Environments
5.1	Using Technology to Improve Teaching and Learning
5.2	Database Information Services Clearinghouse (DISC)

5.2 An Assessment of the Effects of a Regional Telecommunications Approach to Initiating Educational Changes in Rural Schools

5.3 SERVE-Line

6.1 Small Rural School Network

6.2 Resources for Grant Seeking

6.3 Mississippi School Board Training

6.3 A Study of State Level Policy, Regulatory and Statutory Barriers to School Restructuring and Successful Intervention Models and Strategies with a Special Emphasis on Rural School Systems

Southwest Educational Development Laboratory

1.2	Issues...about Change
1.2	The School Improvement Partnership Process (SIPP)
1.3	Meeting the Challenge: An Educational Videotape for Rural School Improvement
1.4	Leadership for Change Case Studies
1.4	Rural Students At Risk in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
1.4	Conditions and Needs of Rural Education in the Southwest Region
1.4	Issues...about Change in a Rural School
2.1	Strengthening Science Outreach Programs for Rural Elementary Schools: A Manual for Museum Staffs
2.1	Using Partnerships to Strengthen Elementary Science Education: A Guide for Rural Administrators
2.2	Ahead of the Curve (September 1989)
2.4	Country Stars: Promising Practices for Rural At-Risk Students in the Southwestern Region
2.4	Integrating Mathematics, Science and Language Arts, Volume I and II
3.3	Directory of Partnership Programs
3.3	Planning Collaborative Partnerships Booklet
3.3	Parent Involvement Coordinator Handbook
3.3	Home-School Partnerships: Supplement to the Parent Coordinator's Handbook
3.3	The Workshop Program: Supplement to the Parent Involvement Coordinator's Handbook
3.3	Home Activities for Parents: Levels I, II, and III
4.1	Patterns for Country Stars: Systematic Staff Development for Rural, Small Schools
4.2	Leadership for Change Training
4.2	Guidelines for Staff Development Providers: A Resource Book for Rural Educators

5.1	SEEDS/ Rural Technology Update, Volume 1, #1, Future Learning Environment
5.1	SEEDS/Rural Technology Update, Volume 1, #2, Improving Education in the Information Age: A Systems Approach
5.1	SEEDS/Rural Technology Update, Volume 1, #3, Louisiana: Reaching Out with Technology
5.1	SEEDS/Rural Technology Update, Volume 1, #4, New Mexico's Innovative Practices in Educational Technology
5.1	SEEDS/Rural Technology Update, Volume 3, #1, Oklahoma's Innovative Practices in Educational Technology
5.1	SEEDS/Rural Technology Update, Volume 3, #2, Arkansas' Innovative Practices in Educational Technology
5.1	SEEDS/Rural Technology Update, Volume 3, #3, Texas' Innovative Practices in Educational Technology
5.1	SEEDS/Rural Technology Update, Volume 3, #4, Internet, Education, and the Southwest
5.2	Improving Schools with Telecommunications: An Agenda for Action
5.2	SEEDS/Rural Technology Update, Volume 2, #1, Creating an Approach to Support Education and Systemic Change: Choosing a Systems Approach
5.2	SEEDS/Rural Technology Update, Volume 2, #2, Creating an Approach to Support Education and Systemic Change: Developing the Systems Model
5.2	SEEDS/Rural Technology Update, Volume 2, #3, Creating an Approach to Support Education and Systemic Change Undertaking Policy Planning
5.2	SEEDS/Rural Technology Update, Volume 2, #4, Creating an Approach to Support Education and Systemic Change Implementing Policy Options
5.2	Local Heroes: Bringing Telecommunications to Rural, Small Schools
6.1	Alternative Organizational Plans: Options for Consideration
6.1	Guidelines for Alternative Organizational Plans
6.1	Alternative Organizational Plans for Rural Small Schools: A Directory

Available from each laboratory:

1.2 Rural Schools on the Road to Reform